



DAVENPORT
Community Schools

G R O W I N G E X C E L L E N C E

District-Developed
Service Delivery Plan for
Special Education

July 2024

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What process was used to develop the delivery system for eligible individuals?

The delivery system was developed in accordance with the Iowa Administrative Code Rule 41.408 (2)"c". The group of individuals who developed the system included a parent of an eligible individual, special education teachers, general education teachers, administrators and at least one representative of the MBAEA. The committee was comprised of the following individuals:

AEA Representatives	Nick Swanson, School Social Worker Loretta Gamble, School Social Worker
Administrative Advisors	Courtney Olsen, Director of Equity and Learning Supports Ben Driscoll, Instructional Leadership Director Aaron Roome, Program Director of Special Education
Parents of Students with Services	Michelle Koepke Crystal Reese
General Education Teachers	Kelly Dugan Ashly King
Special Education Teachers	Ashley Sullivan, Strategist II: BD/LD (McKinley Elementary) Heather Newton, Strategist I (Williams Intermediate) Kimberlyn Richardson, Strategist II: ID (West High School)
Additional Special Education Staff	Chelsey Boldt, Special Education Facilitator, District Wide Alternative Assessment Coordinator Krista Colberg, Special Education Specialist Lynn Koelker, Special Education Specialist Stacey Struck, Early Childhood Specialist

The following is a summary of actions completed in order to revise the current service delivery plan:

- July 25-27, 2023 (12:00 pm to 3:00 pm): The purpose of the committee was to review and revise a comprehensive plan outlining a full continuum of services designed to address the needs of students with disabilities. This included reviewing other Iowa school district service delivery plans that had similar identifiable characteristics to Davenport Community School District (DCSD) and/or had items in their service delivery plan that were reflective of the needs identified by the committee. An analysis of these plans led to an identification of items to incorporate into DCSD's current service delivery plan.
- DCSD Special Education Specialists met and compiled the recommendations into a draft document for review, with particular emphasis on the caseload determination matrix.
- February 2, 2024: A review of the caseload determination matrix draft occurred with special education facilitators.
- February 5, 2024: The caseload determination matrix draft was sent to committee via email for feedback and considerations.
- March-April 2024: The caseload determination matrix draft was sent to a subset of special

education teachers in assignments ranging from preschool thru high school levels to pilot use of the document.

- May 2024: DCSD Special Education Specialists met and analyzed the data provided from the pilot use of the caseload determination matrix.
- May 2024: The caseload determination matrix draft was sent to committee via email for final feedback and considerations.
- May 24-31, 2024: The DCSD service delivery plan was made available for public comment.
- June 3-4, 2024: Public comment for the DCSD service delivery plan was reviewed and incorporated where appropriate.
- June 10, 2024: The DCSD service delivery plan was presented to the DCSD School Board for discussion and a vote for approval.

How will services be organized and provided to eligible individuals?

PreK-12 Continuum

	Definition	General educator Responsibilities	Special educator or service provider (SLP, OT, PT) responsibilities	Dual endorsed educator responsibilities
General education with consultation	The student is served in the general education classroom without accommodations or modifications to the curriculum, instruction, and/or assessment.	<ul style="list-style-type: none"> ● Oversight of all general education instruction. ● Implementation of high-quality differentiation practices needed to enable access to the general education curriculum. ● Regular and frequent consultation with the special educator. ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> ● Understanding of high-quality instructional practices, understanding of general education curriculum. ● Awareness of available resources. ● Engage in regular and frequent consultation with general educators regarding data collection and analysis. ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> ● Oversight of all general education instruction. ● Implementation of high-quality differentiation practices needed to enable access to the general education curriculum. ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. ● Awareness of available resources.
General education with consultation/ collaboration accommodations	The student is served in the general education classroom with identified accommodations or modifications to the curriculum, instruction,	<ul style="list-style-type: none"> ● Oversight of all general education instruction. ● Implementation of high-quality differentiation practices needed to enable access 	<ul style="list-style-type: none"> ● Understanding of high-quality instructional practices, understanding of general education curriculum. ● Awareness of available 	<ul style="list-style-type: none"> ● Oversight of all general education instruction. ● Implementation of high-quality differentiation practices needed to enable access

Definition	General educator Responsibilities	Special educator or service provider (SLP, OT, PT) responsibilities	Dual endorsed educator responsibilities
and/or assessment.	<p>to the general education curriculum.</p> <ul style="list-style-type: none"> ● Regular and frequent consultation and or/collaboration with the special educator. ● Provision of accommodations and modifications needed to enable access. ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. 	<p>resources.</p> <ul style="list-style-type: none"> ● Implementation of high-quality differentiation practices, collaborative provision of accommodations, and modifications needed to enable access. ● Collaborative provision of specially designed instruction within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching). ● Engagement in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations, modifications, and data collection and analysis. ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. 	<p>to the general education curriculum.</p> <ul style="list-style-type: none"> ● Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. ● Awareness of available resources. ● Provision of accommodations and modifications needed to enable access. ● Provision of specially designed instruction within specific skill areas and instructional activities and embedded instruction.

	Definition	General educator Responsibilities	Special educator or service provider (SLP, OT, PT) responsibilities	Dual endorsed educator responsibilities
General education with direct special education support in the general education classroom	The student receives specially designed support (e.g., accommodations, modifications, instruction) for the general education curriculum in the general education setting.	<ul style="list-style-type: none"> • Oversight of all general education instruction. • Implementation of high-quality differentiation practices, small group skills-based instruction, collaborative provision of specially designed instruction, accommodations, and modifications needed to enable access to general education curriculum. • Co-plan, co-deliver, co-assess within the general education classroom. • Engage in collaborative and active problem solving with families. • Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> • Collaborative implementation of high-quality instructional practices (including small group skills-based instruction, pre-teaching, re-teaching, remediation). • Knowledge of general education curriculum. • Awareness of available resources. • Co-plan, co-deliver, co-assess instruction within the general education classroom. • Engage in collaborative and active problem solving with families. • Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> • Oversight of all general education instruction. • Implementation of high-quality differentiation practices needed to enable access to the general education curriculum. • Engage in collaborative and active problem solving with families. • Support and promote positive and trusting relationships with families and learners. • Awareness of available resources. • Provision of accommodations and modifications needed to enable access. • Provision of specially designed instruction within specific skill areas and instructional activities and embedded instruction. • Co-plan, co-deliver, co-assess within the general education
General education with direct special education support in the general education classroom (Continued)				

	Definition	General educator Responsibilities	Special educator or service provider (SLP, OT, PT) responsibilities	Dual endorsed educator responsibilities
				classroom.
<p>General education with direct special education support outside the general education classroom</p> <p>General education with direct special education support outside the general education classroom (Continued)</p>	<p>The student receives special education support for the general education curriculum outside the general education setting for selected services or all services.</p>	<ul style="list-style-type: none"> ●Oversight of any general education instruction, implementation of high-quality differentiation practices, collaborate with special education teachers to provide understanding of learning progressions of general education curriculum. ●Engage in collaborative and active problem solving with families. ●Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> ●Understanding of high-quality instructional practices. ●Ability to collaborate with general education teachers to understand learning progressions within the general education curriculum. ●Knowledge of available resources and the ability to deliver specialized curriculum. ●Provide specialized instruction that aligns with the general curriculum. ●Engage in collaborative and active problem solving with families. ●Support and promote positive and trusting relationships with families and learners. 	<ul style="list-style-type: none"> ●Oversight of and ability to collaborate any general education instruction, implementation of high-quality differentiation practices, collaborate with special education teachers to provide understanding of learning progressions of general education curriculum. ●Oversight of all general education instruction. ●Implementation of high-quality differentiation practices needed to enable access to the general education curriculum. ●Engage in collaborative and active problem solving with families. ● Support and promote positive and trusting relationships with families and learners. ● Awareness of available resources.

Definition	General educator Responsibilities	Special educator or service provider (SLP, OT, PT) responsibilities	Dual endorsed educator responsibilities
			<ul style="list-style-type: none"> ● Provision of accommodations and modifications needed to enable access. ● Provision of specially designed instruction within specific skill areas and instructional activities and embedded instruction for students who receive specially designed instruction in an inclusive setting and special education classroom. ● Co-plan, co-deliver, co-assess within the general education classroom.

Glossary of Terms

Accommodations: Changes that allow access for a student to participate in the school activities and environment while maintaining the same expectation (e.g., preferential seating).

Collaboration: Two or more individuals work together towards a common goal of planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students ([IRIS Center](#)).

Consultation: A support where a service provider performs in a consultative role to a core content endorsed teacher or special education teacher who carries the primary responsibility for instruction. This model allows a service provider to partner with multiple teachers without being physically present in the same classroom at the same time ([Iowa Department of Education](#)).

Differentiation: The efforts of educators to respond to variances among learners in the classroom. Educators can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels ([Reading Rockets](#)).

Dual Endorsement: Preschool Educators hold dual endorsements to provide both general education and special education instruction for students PK-grade 3. Provide a high quality inclusive preschool program that adheres to Iowa Quality Preschool Program Standards (IQPPS).

General Curriculum: The general curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Early Learning Standards, and school-based expectations that may be evident in social-emotional standards, student handbooks etc. References to the Iowa Core throughout this document are referring to the general curriculum most related to the learner and their area of need ([Iowa SDI Framework](#)).

General Education Instruction: Oversight of all general education instruction using Iowa Early Learning Standards, implementation of high-quality differentiation practices, provision of accommodations and modifications needed to enable access.

Special Education Instruction: Understanding of high-quality instructional practices for the provision of specially designed instruction within specific skill areas and instructional activities in collaboration with support service providers.

Iowa Core Essential Elements: The Iowa Core Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the Essential Elements is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities.

Least Restrictive Environment (LRE): Each agency shall ensure that, to the maximum extent appropriate, children requiring special education are educated with individuals who do not require special education and that special classes, separate schooling or removal of children requiring special education from the general education environment occurs only if the nature or severity of the individual's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Modifications: Changes that adjust the learning expectation or task for a student to participate in the school activities and environment (e.g., shortened assignments).

Regular Early Childhood Program: Session or class that includes *less than 50%* of children on an IEP for support and/or instructional special education services. When documenting on an IEP, this is considered a regular early childhood classroom or general education setting (e.g. EC setting). The minutes of service delivered in this setting are not a "Direct removal from Gen. Ed. setting."

Service Provider: The service provider may include, but not be limited to, Occupational Therapy, Physical Therapy, Speech, General Education Teacher, Special Education Teacher, Work Experience Coordinator, and other professionals delivering services in the IEP.

Special Education Early Childhood Program: Session or class that includes *more than 50%* of children on an IEP for support and/or instructional special education services. When documenting on an IEP, this is considered a special education classroom, session, or program (e.g. ECSE setting). The minutes of services delivered in this setting are a "Direct removal from Gen. Ed. setting."

How will caseloads of special education teachers be determined and regularly monitored?

Caseloads will be tentatively set in the spring of the preceding school year. Caseloads may be modified based on variables such as summer registration and actualized fall enrollment. In order for special education teachers to monitor their own caseload and workload, the Davenport Community School District will use the following values to assign points of each eligible individual receiving an individualized educational program (IEP) in the district. The caseload determination worksheet is completed by special education teachers with support from staff within the special education department as needed. Accompanying materials may be requested for review with a submitted caseload determination worksheet.

Davenport Caseload Determination Worksheet	Response/Additional Information	Points
What building do you teach at?		
Are you a Strategist I or Strategist II (BD/LD, ID) teacher?		
How many students are on your roster? ____ x 1.0		
Number of IEPs requiring transition planning: <ul style="list-style-type: none"> ● Students age 14+: ____ x 0.5 		
Identify each student that you provide specially designed instruction per day for as identified in the IEP. (Include all time that student is removed from the gen ed setting) NOTE: Some of your roster students may have goals that are provided by another teacher or support staff. Do not include those minutes in this section. <ul style="list-style-type: none"> ● 0 to 20 minutes of specially designed instruction x .25 ● 21-45 minutes of specially designed instruction x .5 ● 46 minutes to 3 hours of specially designed instruction x 1 ● 3 hours up to 5 hours of specially designed instruction (180-300 min.) x 1.5 ● More than 5 hours of specially designed instruction (301-415 min.) x 2 *Please attach a copy of your current teaching schedule		
How many students require administration of the Iowa Alternative Assessment: <ul style="list-style-type: none"> ● Dynamic Learning Maps (DLM)-____x 1.0 ● Early Literacy Alternate Assessment (ELAA) - ____x 1.0 		

<p>Level of intensity needs for assistive technology as documented in activities under Accessible Education Materials (AEM), Assistive Technology Device/Support:</p> <ul style="list-style-type: none"> ● Student requires no AT beyond what is offered to all students _____x0 ● Student requires low tech solutions or situational use of technology to be successful (i.e. noise buffering, colored paper, reduced print on page, audiobooks, larger print)_____x 0.25 ● Student requires the use of some assistive device for all or part of the school day (i.e. iPad/laptop, Co-writer, Snap-n-Read, Kurzweil, Dragon)_____x 0.50 ● Student requires the use of some assistive device for all of the school day to access all curriculum (i.e. hearing assistance, picture communication book/ communication device with Proloquo2Go, switches) _____x 1.0 		
<p>How many teachers do you co-teach with? _____x.5</p>		
<p>How many students on your roster have an FBA/BIP? _____x 1.0</p>		
<p>On a regularly scheduled basis, with how many professionals do you consult with as documented as a service or activity (e.g., SLP, OT, PT, Vision, Deaf/Hard of Hearing, Mobility, Health/Nursing services, Other): _____ x .5 * This does NOT include paraeducators or teachers</p>		
<p>How many students have goals in multiple domains that you are either a provider or collaborator?</p> <ul style="list-style-type: none"> ● Number of students with 1-2 goals ____ x .25 ● Number of students with 3 goals ____ x .50 ● Number of students with 4 or more goals ____ x 1.0 		
<p>How many students on your roster are dependent upon an adult for their physical needs as identified in an individual health plan (i.e., intensive support level only - toileting, feeding, mobility needs)? _____x 0.5</p>		

How many students have para minutes documented as a service in the IEP (either PPO or TA)? _____ x 0.5		
How many students on your roster are currently being billed for Medicaid? _____ x 0.5		

*A teacher may be assigned a caseload with total points as follows:

- Preschool Inclusive Settings: up to 26 points
- Preschool PK-K Early Childhood Special Education: up to 45 points
- Elementary Strategist I: up to 50 points
- Elementary Strategist II (BD/LD, ID): up to 65 points
- Secondary Strategist I: up to 55 points
- Secondary Strategist II (BD/LD, ID): up to 65 points

**Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program Standards being implemented (IQPPS and/or NAEYC) regarding maximum class size and teacher-child ratios.

What procedures will a special education teacher use to resolve caseload concerns? (ECSE & K12)

During the school year, special education teacher caseloads will be reviewed under the following circumstances:

- When a specified caseload is exceeded, and if the team has data to support an adverse effect on services of all students, a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

Requesting a Caseload Review

- All requests must be in writing.
- Requests should initially be given to an individual's principal who will then share with the Director of Special Education.
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings

Procedural Steps

1. Informal problem-solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal.
3. The principal attempts to resolve the concern within 10 working days of the request.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the Director of Special Education or designee.
5. Within 15 working days, the Director of Special Education or designee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon the receipt of the Director of Special Education or designee recommendation, the principal will review the information and discuss it with the individual.
7. Within 10 working days, the principal will meet with the individual and provide a written determination.
8. If the person who requested the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

How will the delivery system for eligible individuals meet the targets identified in the State’s Performance Plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once per year, district administrators and staff will examine their special education district profile to review the district’s data relative to progress indicators outlined in Iowa’s State Performance Plan (SPP) for special education. District administrators will also examine the district’s Annual Progress Report (APR) and results from the Iowa Assessments each year to review achievement data as it pertains to students with IEPs in the district. This data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary. Data will be examined on a routine basis at meetings held at the district level. These opportunities include:

- Cabinet Meetings
- District Student Achievement Team (DSAT) Meetings
- Special Education Department Meetings
- Learning and Results Department Meetings
- District Implementation Teams
- District Principal meetings
- Growing Excellence Summits
- IDEA-DA Action Planning

Data will be reviewed on a routine basis at the building level including:

- Building Student Achievement Teams (BSATs)
- Growing Excellence Data Reviews and Planning
- Universal Tier Tools Data Reviews

District Developed Special Education Service Delivery Plan Assurances

The district assures it provides a system for delivering instructional services including a full continuum of service and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:

1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 to 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
2. The provision of specially designed instruction and related activities through cooperative efforts of special education teachers and general education teachers in the general education classroom.
3. The provision of specially designed instruction by a special education teacher in the general education classroom or in an environment other than the general education classroom, including consultation with general education teachers.
4. The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the education needs of the eligible individuals served.

The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.

The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).

The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

The district assures the school board has approved the service delivery plan for implementation. The district will give parents/families/interested persons time for public comment via our website: www.davenportschools.org and we will use that public comment to drive further revisions of our plan.