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# **District Developed Service Delivery Plan for Special Education**

A comprehensive plan outlining a full continuum of services designed to address  
the needs of students with disabilities

**Adopted 2013**

**Renewal September 2018**

**Revised July 2019**

**Approved by the Iowa Department in November 2019**

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## What was the process 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 original District Developed Service Delivery Plan for Special Education (DDSDP) was developed in 2013. The group of individuals who originally developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators and at least one representative of the MBAEA.

### Overview of steps in completing the Original 2013 Service Delivery Plan

- Step 1: The district school board approved the development of Service Delivery Plan and individuals on development committee
- Step 2: The committee developed the plan
- Step 3: The draft plan was available for public comment
- Step 4: All input was reviewed and considered
- Step 5: Plan was revised accordingly
- Step 6: The AEA Special Education Director verified plan compliance
- Step 7: The district school board approved the plan prior to adoption

### 2018-2019 Five Year Review

The District Developed Service Delivery Plan (DDSDP) must be reviewed, revised, readopted, and recertified every five years. The 2018-19 school year was the five-year review of Davenport's DDSDP.

In accordance with the review period, a review of the current plan was shared with parents of eligible individuals, parents of other students, special and general education teachers, district administrators, community members, and MBAEA staff. The overview of steps in completing the five year review:

- Step 1: The draft **September 2018 DDSDP** was available for public comment
  - Special Education Coordinating Council reviewed a copy of the district plan on April 25, 2018
  - The DDSDP was made available for additional public comment on the district website on May 31, 2018 for a period of 10 days
  - A group of parents expressed concerns that they were unaware the plan had been posted for public comment on the district website, so the plan was made available for an additional two weeks
  - A public meeting was held on April 25, 2018
  - A second public meeting was held on August 28, 2018
  - Due to inclement weather reducing the number of attendees at the August 28 meeting, a third meeting was held on September 5, 2018
- Step 2: All input was reviewed and considered
- Step 3: Plan was revised accordingly
- Step 4: The AEA Special Education Director verified plan compliance
- Step 5: The district school board approved the plan prior to adoption
- Step 6: The DDSDP was submitted to the Iowa Department of Education

The Iowa Department of Education requested the DCSD revise the September 2018 DDSDP. The following steps were taken to revise the September DDSDP. The team responsible for drafting and revising the plan throughout the process of obtaining input included:

- TJ Schneckloth, Director of Special Education
- Susan Downs, Special Education Program Director
- Rob Scott, Secondary Associate Superintendent
- Bill Schneden, Elementary Associate Superintendent
- Kim Hofmann, MBAEA Director of Special Education
- Courtney Olson, MBAEA Student Service Lead
- AEA support staff assigned to DCSD
- DCSD Special Education Specialists
- District Student Achievement Team retreat
- Sandy Schmitz, Iowa Department of Education Implementation Advisor

- Step 1: A draft plan was presented to the LSIAC on April 16, 2019
- Step 2: All input was reviewed and considered.
- Step 3: The Plan was posted on the district web page for public comment until May 31, 2019.
- Step 4: The DCSD received the Iowa Department of Education Davenport Community School District Accreditation Report which required additional changes to the plan.
- Step 5: The plan was pulled from the district web page.
- Step 6: All input from the Iowa Department of Education was reviewed and considered.
- Step 7: A new draft plan was posted on the district web page.
- Step 8: Parent meetings to review and provide feedback were held at every school building on June 4, 2019. Multiple efforts were made to ensure parent participation, including
- Special education department email blast
  - Individual buildings sent out flyers to their parents
  - Individual buildings sent out email blast and automated message
  - Web page link
  - Public response google survey
- An AEA and/or LEA facilitator was assigned to each building to assist in showing the podcast and facilitating the discussion. A zoom was held with all facilitators prior to June 4 to ensure consistency in how the podcast was shared, how questions/comments should be facilitated, and how and where all questions/comments were to be documented. On June 4, each building shared the podcast showing a power point describing the purpose and contents of the plan. Following the podcast, an AEA and/or LEA facilitator at each building collected questions and comments in a google file where data from all buildings were collected. All school meetings were attended by teacher and/or parents except for one elementary building. Attendance across the district included 26 parents and 248 district and AEA staff. Three parents provided comments through the public comment feature on the web page and two others provided comments via email.
- Step 9: All input was reviewed and considered.
- Step 10: Plan was revised accordingly.
- Step 11: The plan was submitted to the Iowa Department of Education and ultimately approved in November, 2019.

## How will services be organized and provided to eligible individuals?

### Continuum of Services in Davenport Community Schools:

#### *K-12 Continuum*

*General Education with consultation.* The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

*General Education with consultation/accommodations.* The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

*General Education with direct special education support in the general education classroom.* The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

*General Education with direct special education support outside the general education classroom.* The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

## *Early Childhood Continuum*

*Special Class/Early Childhood Special Education Program (ECSE):* (More than 50 percent children with disabilities) ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting. This means the student is receiving his or her primary instruction separate from non-disabled peers. Students may receive different services at multiple points along the continuum based on the IEP. The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies. In all cases, the special education teacher is responsible for monitoring student progress on IEP goals.

*Regular Early Childhood Program* (Less than 50 percent children with disabilities) The child is served in the regular early childhood classroom. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

The early childhood special education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP. When determining a child to be eligible for special education, the IEP team must first consider providing the special education, support and related services, and supplementary aids in the setting the child already attends.

### *Notes:*

IEP teams need to consider three issues when determining the appropriate placement for a student: the education program set out in the student's IEP, the option on the continuum in which the student's IEP is to be implemented, and the school of facility selected to implement the student's IEP. The third consideration should be the result of the first two considerations: IEP teams consider services and placement in the LRE, then physical placement in a location is determined to meet the student's needs. All efforts are made to provide FAPE in the LRE in or as close as possible to the child's home school.

Students may receive different services at multiple points along the continuum based on the IEP.

The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3-21

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

### K-12 Services

Caseloads will be tentatively set in the spring of the preceding year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education specialist. In determining teacher caseloads, the Davenport Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. A teacher may be assigned a caseload between 35-45 points. Caseloads are completed by teachers, specialists, or special education department chairs. Parental input is not required for caseload determinations.

### Caseload Determination Worksheet

1. How many IEP students are on the roster that you currently serve? (Do not include students currently homebound or on a long-term suspension.) \_\_\_\_\_ X 1.00
2. Identify each of the students in a category below. (Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)
  - a. Up to 2 hours per day of direct instruction \_\_\_\_\_ x 0.50
  - b. Between 2 and 5 hours per day of direct instruction \_\_\_\_\_ X 0.75
  - c. More than 5 hours per day of direction instruction \_\_\_\_\_ X 1.00
3. How many students on this roster will have a three-year reevaluation this school year?  
\_\_\_\_\_ X 0.25
4. When working with 3 grade levels = 1.00
5. When working with 4 grade levels = 2.00
6. When working with 5 grade levels = 3.00
7. How many students have a Behavior Intervention Plan? \_\_\_\_\_ X 1.00
8. How many students are on Iowa Alternate Assessment? \_\_\_\_\_ X 0.75
9. How many students have **3** or more of the following support services: \_\_\_\_\_ X 0.25
  - a. Speech
  - b. Occupational Therapy
  - c. Physical Therapy
  - d. Assistive Technology
  - e. Hearing Itinerant
  - f. Vision Itinerant
  - g. Medicaid billable services

TOTAL POINTS \_\_\_\_\_

\*\*Each teacher is required to turn in their caseload sheets to the principal.

\*\*Total point range for a full caseload is between 35-45 points.

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

### Early Childhood

Caseloads will be tentatively set in the spring of the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district early childhood special education teachers with their building principal and/or special education specialist. In determining teacher caseloads, the Davenport Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district. A teacher may be assigned a caseload between 35-45 points. Caseloads are completed by teachers, specialists, or special education department chairs. Parental input is not required for caseload determinations.

### Caseload Determination Worksheet

1. How many IEP students are on the roster that you currently serve? (Do not include students currently homebound or on a long-term suspension.) \_\_\_\_\_ X 1.00
2. Identify each of the students in a category below. (Minutes should be taken from the IEP, Page F. Indicate direct instruction from this teacher only, including specially designed instruction in a co-taught setting.)
  - a. Up to 400 minute per month per day of direct instruction \_\_\_\_\_ x 0.50
  - b. Between 400 and 600 minutes per month of direct instruction \_\_\_\_\_ X 0.75
  - c. More than 600 minutes per month instruction \_\_\_\_\_ X 1.00
3. How many students on this roster will have a three-year reevaluation this school year?  
\_\_\_\_\_ X 0.25
4. When working with 3 class sections = 1.00
5. When working with 4 class sections = 2.00
6. When working with 5 class sections = 3.00
7. How many students have a Behavior Intervention Plan? \_\_\_\_\_ X 1.00
8. How many students have **3** or more of the following support services: \_\_\_\_\_ X 0.25
  - a. Speech
  - b. Occupational Therapy
  - c. Physical Therapy
  - d. Assistive Technology
  - e. Hearing Itinerant
  - f. Vision Itinerant
  - g. Medicaid billable services

TOTAL POINTS \_\_\_\_\_

\*\*Each teacher is required to turn in their caseload sheets to the principal.

\*\*Total point range for a full caseload is between 35-45 points.

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

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal. Notification will be given to special education teachers when caseloads must be determined. In addition to scheduled reviews, caseload will also 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 days of the request.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the Director of Special Education/designee.
5. Within 15 working days, the Director of Special Education/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/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. These 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:

- Routine District Student Achievement Team
- Weekly special Education administrative team, including the superintendent, associate superintendents, curriculum director, director of SEBH initiatives, and sped administrators.
- Weekly special education specialists and facilitators meeting
- Monthly Leadership Academies

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

- Monthly Principal meetings
- Building Student Achievement Teams
- Equity audit reports

In addition, the Special Education Department will be conducting fidelity checks at the conclusion of all special education teacher cohort training. This will include a review of LRE discussions by IEP teams, student progress monitoring processes, and alignment of the IEP around student outcome data.

All data collected will inform progress and strategies towards the redesign of special education at the DCSD. The data will also be examined through the lens of the district's redesign of the MTSS system. An action plan will be developed that includes improvement activities towards improved student outcomes for all students with IEPs.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective, but proactive planning and action steps will still be developed in an effort to continually improve our outcomes. If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with MBAEA staff to develop an action plan designed to promote progress toward these goals.

## **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 web site: [www.davenportschools.org](http://www.davenportschools.org) and we will use that public comment to drive further revisions of our plan.