

Urbandale Community School District

**District
Developed
Service Delivery
Plan**

(DDSDP)

Revised August 2019

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Educational Equity Statement

It is the policy of the Urbandale Community School District not to discriminate on the basis of race, creed, color, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment), or socio-economic background (for program) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District office at 11152 Aurora Avenue, Urbandale, IA or call 515-457-5000. The District’s Equity Coordinators are Dr. Keri Schlueter, Coordinator of Student Services (schlueterk@urbandaleschools.com), Loren DeKruyf, Director of Human Resources (dekruyfl@urbandaleschools.com), and Dr. Crista Carlile, Director of Teaching and Learning (carlilec@urbandaleschools.com).

Q1: What is the District Developed Service Delivery Plan?

A system for delivering instructional services, including a full continuum of services and placements, to address the needs of eligible individuals aged 3 to 21.

Q2: What process was used to develop the delivery system for eligible individuals?

Iowa Administrative Code Rule 41.408 (2) “c”

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408 (2) “c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and representatives from Heartland AEA.

Throughout the 2018-2019 school year a committee met to review the District’s current District Developed Service Delivery Plan (DDSDP). The committee then created a draft of a new DDSDP. The draft was made available through email, and housed on the district website from July 19, 2019-July 31, 2019 for district staff as well as the public to comment on. The committee reconvened to consider all input and create a final draft of the plan. The community provided the district with eight comments to review, all comments were taken into consideration and were utilized to improve clarity of the DDSDP.

The plan was then submitted to Heartland AEA officials for review and verification before submission to the School Board for final approval. The plan will be submitted to the Department of Education and is included in the CASA plan; this will be completed in its final form by September 15, 2019.

Overview of steps in completing this Service Delivery Plan:

Step 1: The district school board approves the development of Service Delivery Plan and individuals on development committee.

Step 2: The committee develops the plan.

Step 3: The plan is available for public comment.

Step 4: The committee considers public comments.

Step 5: The AEA Regional Directed reviews the plan to provide feedback

Step 6: The district school board approves the plan prior to adoption.

Step 7: The plan is included in the designated area of the CASA.

Step 8: The plan is reviewed in connection with the 5-year accreditation cycle or earlier if required by determination given by the state. In the state of Iowa, all districts are required to develop a Special

Education Service Delivery.

Committee Members 2018-2019

Parents		
Diane Proffitt	Rebecca Alkema	
General Education Teachers		
Karin Hansen - High School	Chris Vierling - Middle School	Jenna Johnson - Elementary
Keri Zimmerman - PreK		
Special Education Teachers		
Amber Steel - High School	Eileen Mueller - Middle School	Jackie Meunier - Elementary
Amy Eschliman - Elementary	Mikayla Mentele - PreK	Maggie Haddinger- 4+ Program
Lana Beres - District Behavior Coach		
Heartland AEA		
Karla Jones Regional Director	Kari Miller School Psychologist	Sarah Osterhaus Melton Special Education Consultant
District Administration		
Crista Carlile Director of Teaching and Learning	Shawna Eschliman Coordinator of Special Education	Meredith Mauro Elementary Principal
Ashley Myers Director of Adventuretime Family Services & Preschool	Dania Wilson High School Associate Principal	

Q3: How will services be organized and provided to eligible individuals aged 3-5 (preschool)?

Early Childhood Definitions:

Urbandale CSD will adhere to federal data regarding definitions of settings for Preschools.

- Regular Early Childhood Program: Less than 50 percent of children in the classroom have disabilities.
- Early Childhood Special Education (ECSE) Program: More than 50 percent of children in the classroom have disabilities.

Access to Curriculum:

Urbandale Community Schools will provide access to this continuum for all eligible individuals based on their Individual Education Plan (IEP). Services may be provided within the district or through contractual agreement with other districts and/or agencies (i.e. early childhood programs in the community).

Urbandale CSD will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Early Childhood Continuum:

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:

- Licensure:
 - General Education Teacher – Prekindergarten
 - Special Education (Consulting) Teacher - Early Childhood Special Education
- Teacher Responsibilities:
 - General Education Teacher – Classroom instruction and implementation of adaptations and accommodations as specified in the IEP.
 - Special Education Teacher – Monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP.
- Student Population: Less than 50% children with disabilities

Regular Early Childhood Program:

- Licensure: Prekindergarten and Early Childhood Special Education
- Teacher Responsibilities: Provide general education and special education instruction
- Student Population: Less than 50% children with disabilities

Co-taught Early Childhood Program:

- Licensure:
 - General Education Teacher – Prekindergarten
 - Special Education Teacher – Early Childhood Special Education
- Teacher Responsibilities: All aspects of classroom instruction are co-planned and co-taught.
 - Special Education Teacher – Monitor the implementation of services described in each IEP and monitor student progress relative to goals in the IEP.
- Student Population: Less than 50% children with disabilities

Early Childhood Special Education Program:

- Licensure: Special Education Teacher – Early Childhood Special Education
- Teacher Responsibilities: Provide classroom instruction and modify general education curriculum to meet the needs of the students.
- Student Population: More than 50% children with disabilities

Notes:

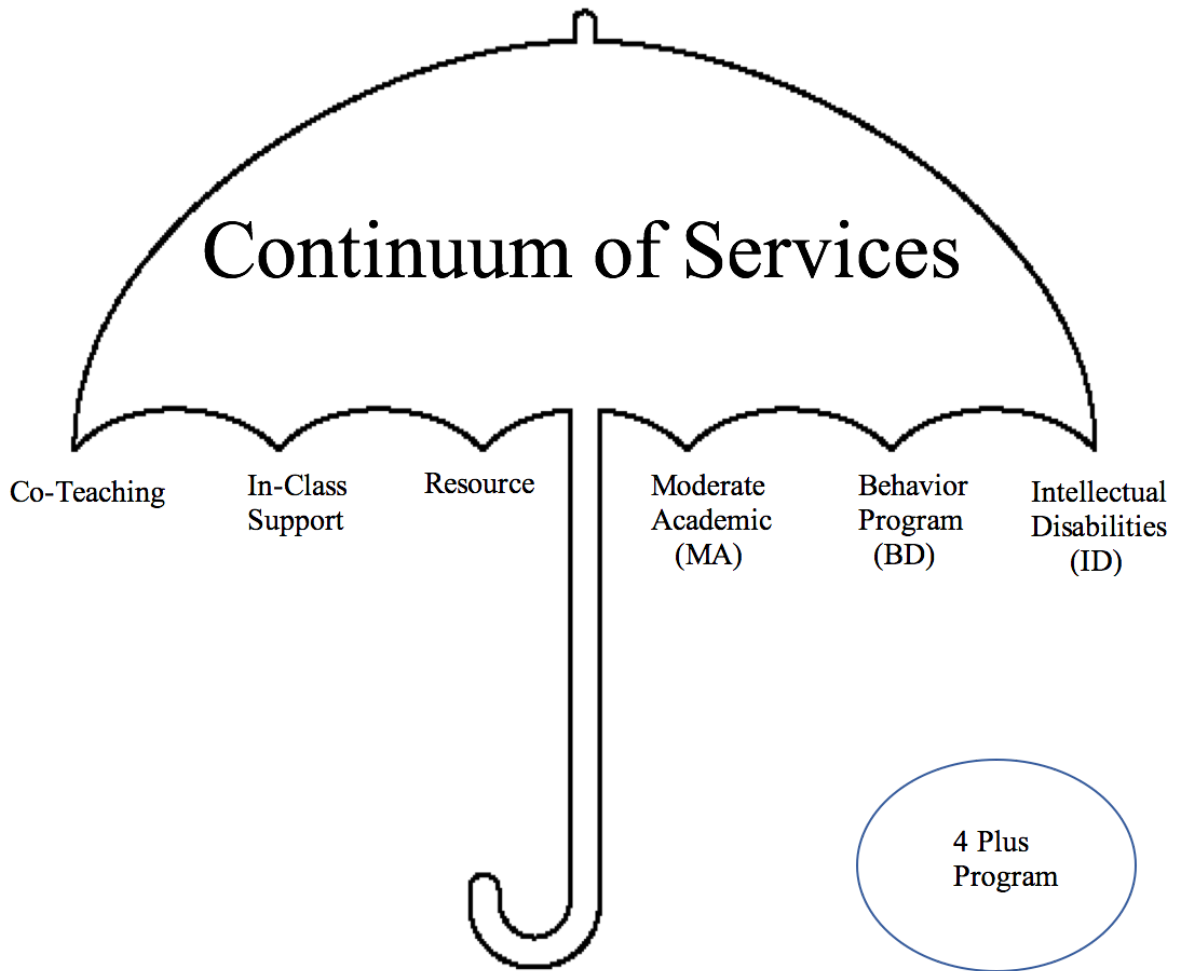
- Students may receive different services at multiple points along the continuum based on the IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.
- Services may be provided within the district or through contractual agreement with other districts and/or agencies. The continuum includes services for eligible individuals ages 3-5.

Preschool Program Standards:

Urbandale Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the Iowa Quality Preschool Program Standards.

Program Standards (QPPS):

The regular early childhood program and early childhood special education program will meet the criteria of the Iowa Quality Preschool Program Standards (QPPS) regarding maximum class size and teacher-child ratios.



Q4: How will services be organized and provided to eligible individuals in Kindergarten-age 21?

General education with consultation (In-Class Support/non academic):

The support and related provider (e.g: Vision, Orientation and Mobility, OT,PT, SLP) is responsible for consulting with general and special education teachers to support the child's specific needs. The student's IEP support and or related IEP goal will be monitored as stated in the IEP.

General education with consultation/accommodations (In-Class Support):

The student is served in the general education classroom or regular early childhood program with consultation and support from the special education teachers. 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. The student receives special education support for the general education curriculum in the general education or regular early childhood program setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider will monitor the student's IEP progress as stated in the IEP.

General education with direct special education support outside the general education classroom (Resource):

The student receives specially designed instruction and support for the general education curriculum outside the general education or regular early childhood program setting. When the services cannot be appropriately provided in the general education or program 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 or early childhood special education program, special schools, home instruction, and instruction in hospitals and institutions). IEP goals provided by the special education teacher/service provider will be monitored as stated in the IEP. Students may receive different services at multiple points along the continuum based on the 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 to 21.

Special Class (K-Age 21)/Early Childhood (Pre-K) Special Education Program (Continuum, ECSE):

Special Class or ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or 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 (including, but not limited to special classes/ECSE Program, special schools, home instruction, and instruction in hospitals and institutions). 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 or agencies. The continuum includes services for eligible individuals ages 3-21.

Regular Early Childhood Program with Teacher holding Dual Endorsements (In-Class, ECSE):

The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. 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.

Co-Teaching Services (Co-Teaching):

Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base.

Collaborative Services (Co-Teaching):

Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

Out-of-Class Services (MA, BD):

Out-of-Class services (e.g., Pull-Out) 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 supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. The specially designed instruction provided in settings outside of the general education classroom or Regular Early Childhood Program does not supplant the instruction provided in the general education classroom.

Intensive Support (ID,BD):

The student receives specially designed instruction and/or support from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week for school-age and 12 hours per week for early childhood special education.

Sustained Support (MA):

The student receives specially designed instruction and support from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week for school-age and between 6 and 12 hours per week for early childhood special education.

4+ Program:

Urbandale Community School District offers a continuum of services for students with disabilities ages 18-21 who have completed Iowa Core requirements and continue to have unmet IEP goals pertaining to Living, Learning, and/or Working which they need to continue to work on in order to meet postsecondary IEP goals and meet UHS graduation requirements.

Q5: How will caseloads of teachers be determined and regularly monitored?

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 coordinator. In determining teacher caseloads, the Urbandale 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. The caseload limit may be exceeded by no more than 10%, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Urbandale CSD Caseload Determination Worksheet	Points
How many students are on your roster: _____ Number of students with a level 1 weighting ___ x 1.0 _____ Number of students with a level 2 weighting ___ x 2.0 _____ Number of students with a level 3 weighting ___ x 3.0	
How many other IEP students <u>not</u> on your roster do you provide instruction for (outside of a collaboration class)? ___ x 1.0	
How many students on the roster will have a 3-year reevaluation this school year? ___ x 0.25	
How many separate classes/subjects do you co-teach (<i>secondary: for same course it counts as only one co-lab class</i>) ___ x 1.0 (Co-teaching is when both teachers share all instructional responsibility and accountability for a single group of students for whom they both have equal ownership.)	
How many grade levels are represented on your roster? ___ x 1.0	
How many students have behavior concerns or goals? Moderate Need (probably has a BIP): Behavior of concern include moderately disruptive, mild to moderate destruction of property, and/or interfering with functioning/peer relationships/ and/or academic achievement, not dangerous to self or others (e.g. minimal supports to maintain infrequent aggressive behavior) and/or moderate to long history, significantly disruptive, significantly interfering with functioning/peer relationships). If significantly off-task or some destruction then it's at least moderate. ___ x 1.0 Severe Need (definitely has a BIP): Behaviors of concern include significantly disruptive, significantly destructive to property, significantly interfering with functioning/peer relationships/ and/or academic achievement, and/or dangerous to self or others (e.g. physical aggression, self-injurious behavior, safety plan, and/or Chapter 103b reports). ___ x 2.0	
For how many associates do you provide <u>sole</u> supervision? ___ x 1.0	
How many students are served off-site? (e.g. home-bound, work experience, long-term suspension, in community preschools) ___ x 1.0	
TOTAL	

Caseload Point Ranges at the Elementary Level:

Programs	Points
Resource Caseload:	30-40
Behavior Program Caseload:	35-45
Moderate Academic Caseload:	20-30
ID Program Caseload:	25-35

Caseload Point Ranges at the Secondary Level:

Programs	Points
Resource Caseload:	20-30
Behavior Program Caseload:	20-30
Moderate Academic Caseload:	20-30
ID Program Caseload:	25-35

Q6: What procedures will a special education teacher use to resolve caseload concerns PK-12?

Resolution Procedures:

The following procedures are to be used to resolve concerns about special education caseloads (Note: The Director of Adventuretime Family Services is considered the Principal of Early Childhood Special Education programs):

- A special education teacher shall request and shall be granted a meeting with the building principal/designee to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal/designee shall keep a record of the meeting date, teacher name,

concerns, and possible revisions to caseload.

- If the special education teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal/designee within five working days following the informal conference. The written notice shall express the specific caseload concern and a suggested resolution to the concern.
- The building principal/designee will convene a review committee within ten working days to problem solve and listen to the concern from the referring teacher. This committee may include the building principal/designee, the special education teacher, the district administrator, an AEA staff member, and others as designated. A written response explaining outlining what action will be taken to resolve the concern shall be submitted to the special education teacher and to the district Coordinator of Special Education by the principal within 5 days after the meeting.
- Prior to the scheduled meeting, relevant data shall be gathered as outlined in the Caseload Determination document contained in the District Developed Service Delivery Plan. The teacher should also include his/her schedule. This data will be given to the principal/designee at least one school day prior to the meeting.
- During the meeting, the review committee will consider available resources scheduling possibilities, and the provision or request for additional supports. Corrective actions considered may include but are not limited to: realigning students, reviewing assignment of associates, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of service to all special education students.

Notes:

An AEA may grant an adjusted caseload status for “good cause shown.” 41.408 (2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of “good cause” is within the sound discretion of the AEA Special Education Director. As a general rule, “good cause” will not be satisfied by a district’s unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district’s ability to provide FAPE in the LRE to the eligible individuals it serves.

Q7: How will the delivery system for eligible individuals meet the targets identified in the State’s Performance Plan (SPP) and the LEA determination as assigned by the state?

In order to meet the State Performance Plan/Annual Performance Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

- **Individual**—Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through MTSS or special education are indicated. (Note: Changes in goals, proficiency criteria, or LRE must occur through an IEP team meeting.)
- **School: Aggregated by School and District**—Each school in the district will review student progress monitoring, formative, or summative evaluations every quarter (middle school and high school) or every trimester (elementary schools). The IEP subgroup performance in student goal areas, will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will develop a school-based plan to close the achievement gap by grade level in each school.
- **District: Disaggregated by School Levels**—At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district’s leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

DISTRICT DEVELOPED SPECIAL EDUCATION SERVICE DELIVERY PLAN ASSURANCES

The district assures it provides a system for delivering instructional services including a full continuum of services 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 through 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 the special education teachers and general education teachers in the general education classroom.
3. The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general 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 educational needs of the eligible individuals served.
5. 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.