Special Education in the Sioux City Community School District

District Developed Service Delivery Plan

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Our Mission

The mission of the Sioux City Community School District is to educate students to believe in their talents and skills, achieve academic excellence and succeed in reaching their potential.
Focus 2022 Strategic Plan: Goal Alignment

• **Goal 1**: Provide Relevant, Rigorous and Innovative Academics
• **Goal 2**: Provide Safe, Healthy and Supportive Learning Environments
• **Goal 3**: Attract and Support Highly Effective Teachers, Leaders, and Staff
• **Goal 4**: Practice Effective, Efficient and Sustainable Business Practices
• **Goal 5**: Strengthen School Family and Community Engagement
District Developed Service Delivery Plan

- State Requirement
- DDSDP
- Addresses 5 questions
5 required questions

• What process was used to develop the delivery system for eligible individuals?
• How will service be organized and provided to eligible individuals?
• How will caseloads of special education teachers be determined and regularly monitored?
• What procedures will a special education teacher use to resolve caseload concerns?
• 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 will be used to evaluate the effectiveness of the delivery system for eligible individuals?
Reviewed Data

- Student Achievement
- Transition
- Graduation Rate
- Identification Rate
- Domicile/Attending Building
Lessons Learned/Recommendations

Lesson Learned
• We are transporting students to different buildings for services when teachers in their buildings are appropriately certified.
• We are transporting students across town because there is not an appropriate “program” closer to the neighborhood school.
• A change in licensure requirements and alternate assessment impacted what was known as Foundations 4.

Recommendations
• Focus on service, not program
• Match teacher licensure to the needs of the students in the neighborhood schools as much as possible.
Comparison between previous and current plan

**Previous Plan**
- Resource
- Foundations 4
- Foundations 3
- Foundations 2
- Foundations 1
- ASD
- Compass Academy
- LIFE Academy
- Community Preschool
- Large Group Integrated Preschool
- Small Group Integrated Preschool
- Discrete Trial

**Current Plan**
- General Education with consultation
- General Education with consultation/accommodations
- General Education with direct special education support in the general education classroom
- General Education with direct special education support outside the general education classroom
- Regular early childhood program with teacher holding dual endorsements
Why change the plan?

What changed?
• Focus on service, not location
• Focus on teacher certification
• Preschool is not differentiating between large group and small group
• Caseload monitoring

Why?
• Too much discussion was being held about where to send students. Students were being referred to by groups...the F4 students, the F2 students....
• The DE made some changes regarding students participating students participating in alternate assessment and the required teacher certification. This impacted our ability to hire.
• We are working toward an integrated preschool ration of 70%/30%. This will take some time.
• Previous caseload monitoring tool included some items that did not impact the workload of the teacher.
What does this mean or NOT mean?

• We will focus on providing services to students in the least restrictive environment.
• We are going to examine where our services/Strat II licensed teachers are compared to where our students needing that level of service are.
• We are going to make some changes over time.
• We are going to continue to provide services with highly qualified teachers.

• We are not going automatically move all students back to their neighborhood buildings.
• We are not discontinuing special education services.
• We are not changing everything we are doing.
Proposed Timeline

**PROPOSED TIMELINE**

**2019-2020**

1. Students who need services from a Strat I certified teacher will remain in their boundary school.

2. Parent meetings will be held to discuss new delivery plan.

3. Teacher training will be held for IEP writing. Coaching in instructional strategies will be provided.

4. District will review domicile buildings for students who require significant supports (Foundations 1, 2, 3, and COMPASS)

**2020-2021**

1. Students who have been transported to a different building for Foundations & Services will return to Boundary building (5th graders optional)

2. Teachers of students with significant cognitive disabilities will be provided flexibility when grouping students for instruction. (Across what is now known as Foundations 1, 2, and 3)

3. District will plan for potential move of addition of programs for students who require significant supports.

**2021-2022**

1. Any classroom moves or additions are completed.
Additional Changes Coming from the DE

ACHIEVE—new IEP system
• Interactive
• Will involve parents, parents will have a password
• Will provide prompting questions and guidance

I³—New Procedure Manual
• Currently a manual of 600+ pages
• Iowa IDEA Information
• New system will be searchable and will include links
Learning Tools Page – What would you like to learn more about?

1. Topic Sessions
2. Some ideas: Transition, Parental Rights, What is an IEP?
3. Please place additional ideas in the baskets on your table.
Thank you for your time tonight!

We look forward to working together as we plan appropriate services for each of your students!

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