

Transition Services Agreement CDD and ICCSD

THIS AGREEMENT entered into this 1st day of July 2026, by and between the Iowa City Community School District (hereinafter referred to as the "ICCSD"), and The University of Iowa Center for Disabilities and Development (hereinafter referred to as the "CDD").

Whereas, ICCSD desires to obtain services from the CDD to provide services in the domains of transition; learning, living, and working as set forth in attached Exhibit A ("scope of work") by certain University of Iowa Staff ("assigned staff").

Whereas, the University of Iowa {CDD} employs staff who have the ability to provide such specified services. Now, Therefore, in consideration of the premises and the terms and conditions stated herein, the CDD and ICCSD agree as follows:

1. Term: The terms of this agreement shall commence on July 1, 2026 and shall terminate one year thereafter.
2. University's (CDD) Responsibilities:
 - a. Align services to the scope of work outlined in Exhibit A
 - b. Maintain a reasonable program of commercial insurance.
 - c. Compensation will be made by the University to the "assigned staff," no compensation will be made to students
 - d. Liability limitation: To the extent permitted by Iowa law, CDD shall indemnify, save, and hold harmless ICCSD, ICCSD, its employees, and agents, against all claims, liabilities, and court awards, including costs, judgments, expenses, and attorney's fees incurred as a result of any acts or omissions of the University in the performance of this Agreement.
3. ICCSD Responsibilities:
 - a. Reasonable provision of access to resources
 - b. Facility liability: ICCSD shall indemnify, save, and hold harmless The University, its employees, and agents, against all claims, liabilities, and court awards, including costs, judgments, expenses, and attorney's fees incurred as a result of any acts or omissions in the performance of this Agreement.
4. Complete and Entire Agreement. This Agreement constitutes the entire agreement between the parties hereto, and there are no representations, warranties, or prior understandings except as expressly set forth herein.

By: _____

Caitlin Owens
Interim Co-Director
Center for Disabilities and Development
University of Iowa Health Care

By: _____

Bradley Haws, MBA
Chief Executive Officer
Associate Vice President
University of Iowa Health Care

By: _____

Ruthina Malone
ICCSA School Board President

Scope of Work
Exhibit A

Dates of Service July 1, 2026, through June 30, 2027, other dates may be considered when both parties come to a mutual agreement.

Provision of Services	Intended Audience
<p>Capacity Building & Direct Services: CDD partners with ICCSD to provide unique, targeted learning experiences for students with significant discrepancies in the areas of self-advocacy and post-secondary transitioning (living, learning, and working goals).</p>	
<p>a. Benchmark One—Provide professional development to secondary teachers in an effort to align the Iowa Transition Model and embed transition services into the student’s school experience.</p> <p>b. Middle and High School special education teachers will utilize the Iowa Transition Model Template during IEP meetings to support student transitioning goals in the areas of living, learning and working.</p> <p>c. WE+ attends secondary PLC’s to support problem solving students’ access to community linkages.</p>	Teachers
<p>Benchmark Two—Provide professional development to secondary paraeducators and job coaches in an effort to align the Iowa Transition Model and embed transition services into the student’s school experience.</p> <p>a. Job Coaching professional development and training will be provided to newly hired job coaches and/or paraprofessionals.</p> <p>b. On-going Job Coach training and coaching will be provided (bi-weekly)</p>	Paraeducators & Job Coaches
<p>Benchmark Three—Provide onsite student support and assessments, teacher updates and coaching, career/ planning assessments for students, and support IEP teams addressing living, learning, and working discrepancies</p> <p>a. When directed by the ICCSD Secondary Transitioning Team, WE+ will collaborate with IEP teams providing coaching in the areas including, but not limited to, employability skills goals and assessment tools related to employability skills and individual student needs.</p> <p>b. Students receiving 4+ services in the areas of Living and Working will complete an Individualized Transitioning Portfolio</p> <p>c. When directed by the ICCSD Secondary Transition Team, WE+ will provide direct services to students who need more support than traditional TAP services can provide or for whom TAP is not an option.</p>	Students, Teachers, Families

Provision of Services	Intended Audience
<p>Direct & Consultative Services: CDD Partners with ICCSD to provide consultation and targeted coaching supporting students’ access to post-secondary transitioning goals (living, learning, and working).</p>	
<p>Benchmark One: Develop and build partnerships with community work sites for student job shadows and extended work experiences.</p> <p>a. High School Strat II students who are engaged experience two or more individualized job shadows and/or work experiences in their community prior to graduation (priority given seniors and juniors)</p>	Teachers, Students

b. Middle School Strat II students will gain information about work and things they can do to move toward community employment through at least one class, workshop instruction or tour.	
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<p>Benchmark Two: Problem solves and strategizes complex transition cases utilizing the Iowa Transition Model. When directed by the ICCSD Secondary Transitioning Team, WE+ will:</p> <p>a. Attend IEP and problem-solving meetings to support teams identifying linkages to long-term support.</p> <p>b. Support and consult with families completing necessary steps to connect with long-term community support as needed and requested from families and teams.</p>	Student Team
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<p>Benchmark Three: Provide (in collaboration with the ICCSD Transition Coordinator) as-needed functional supervision, scheduling, consultation, coaching, and support to job coaches and paraeducators on worksites, promoting the maximum amount of student independence.</p> <p>a. Job coaches and paras receive at least monthly coaching including intermittent observations. Coaching sessions are documented, goal and data driven.</p> <p>b. Set and coordinate schedules with job coaches, teachers and families for students to participate in work experiences.</p>	Paraeducators
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<p>Benchmark Four: Align students, family, and school teams with appropriate adult linkages to serve as a point of connection.</p> <p>a. Survey Strat II Secondary Teachers to identify professional development needs in the area of adult linkages and transition planning.</p> <p>b. Provide PD and teacher/parent learning opportunities related to local adult support providers and linkages.</p> <p>c. Attend Strat II PLC's and/or individually meet with Strat II teachers to create action steps for individual students as requested.</p> <p>d. Facilitate an annual Transition Fair that is required for middle/high school teachers and high school paras are encouraged and supported to attend.</p>	Students and Families
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Provision of Services	Intended Audience
System Planning and Development: CDD partners with ICCSD to develop services, strategies, and frameworks that lead to post-secondary student success.	
<p>Benchmark One: In partnership with ICCSD Special Education Leadership and critical members including (but not limited to) TAP coordinator/specialists, school counselors, teachers, etc. develop a transition leadership team that determines the systemic gaps using the Iowa Transition Model as a framework and then create and implement an ICCSD action plan with clear evidence and ongoing assessment of effectiveness.</p> <p>a. WE+ attends building-based and district-based Secondary Transition Team meetings as determined by the ICCSD Transition Coordinator. When directed through the Secondary Transition problem-solving process, WE+ provides customized coaching, consultation and support to special education teachers in support of their students working to address significant barriers to employment.</p> <p>b. Provide up-to-date case notes and goal progress monitoring.</p> <p>c. Oversee and manage job coach scheduling and attend team scheduling meetings.</p> <p>d. Provide daily supervision, training, schedule, feedback and structure for ICCSD job coaches and share information/feedback with ICCSD Transition Leadership.</p>	System

<p>Benchmark Two: In partnership with ICCSD Special Education Leadership, develop a robust continuum of services and strategies designed to promote student independence and help students to achieve their post-secondary goals.</p> <p>a. Students with significant barriers (4+, Alt Assessment) to post-secondary transitioning goals (living learning, and working) will graduate with a comprehensive transitioning portfolio.</p>	System
<p>Benchmark Three: In partnership with ICCSD Special Education Leadership, facilitate Community Transition Workgroup in bi-monthly meetings to explore and develop strategies to address systemic and process issues that can help students access supports post-graduation.</p>	

Fee Schedule Exhibit B

Budget Category	Budget Items	ICCSD
Personnel	100% Delveau 100% Lewis 12.5% Warth	\$61,666 \$68,715 \$12,326
Fringe Benefits	40.7% of personnel	\$58,082
Travel	Staff Travel 218 miles/week. .726 cents / mile * Includes motorpool rentals	\$7,600
Other: Supplies	Clothes, communication for students, copies, etc. Telecommunications-phone	\$30 \$1,238
Total Direct Charges		\$209,657
Total Contracted Costs		\$209,657