

**VAN BUREN COUNTY  
COMMUNITY SCHOOL DISTRICT**

**DISTRICT DEVELOPED SERVICE DELIVERY PLAN**

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

## **District Developed Service Delivery Plan**

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**Overview:** The content requirements of the District Developed Service Delivery Plan (DDSDP) will be met through a set of five questions and a series of assurances. As part of this plan, districts must describe how Early Childhood Special Education (ECSDE) instructional services are provided to meet the needs of eligible children.

**Questions:**

1. What process was used to develop the special education delivery system for eligible individuals?
2. How will services be organized and provided to eligible individuals?
3. How will caseloads of special education teachers be determined and regularly monitored?
4. What procedures will a special education teacher use to resolve caseload concerns?
5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

**Program Development:**

**Question 1:** What process was used to develop the delivery system for eligible individuals?

**Purpose:** The purpose of this question is to document that the district has met all the process requirements in the development of their DDSDP.

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 an AEA representative.

**Van Buren County Community School District  
Special Education Committee**

**Parents:**

Breanna McEntee  
Kara McEntee  
Kristina Barker  
Brian/Rebecca Johnson  
Dan/Sheila Smith  
Cody Warth  
Alyssa Searcy

**General Education Teachers:**

Randy Shriver (Elementary)  
Cadey Nichting (Elementary)  
Megan Graber (Elementary)  
Teresa Adkins (Secondary)  
Dan Druvenga (Elementary)

**Special Education Teachers:**

Michelle Philp (Elementary)  
Lynn Kleine (Elementary)  
Victor Combs (Middle School)  
Sherry Peck (High School)  
Lisa Denney (High School)

**Administrators:**

Dr. Pam Ewell, Superintendent  
Matt Mitchell, Elementary Principal, Director of Special Education  
Mary Dawn Schuck, Elementary Principal  
Mark Adams, Secondary Principal  
Mike Bunnell, Assistant Secondary Principal  
Jenny Smith, Elementary Curriculum Director/Master Teacher

**GPAEA:**

Jim Cope, Regional Director

**Timeline:**

March 15, 2019 – Development/revision team is identified.

April 23-May 6, 2019 – Development/revision team creates plan.

May 8, 2019 – School Board reviews plan for comment.

-Public comment period

-Plan goes to AEA Special Education Director for compliance verification

-School board approves final DDS DP

-Plan is entered into C-Plan

**Organization of Services:**

**Question 2:** How will services be organized and provided to eligible individuals?

**Purpose:** The purpose of this question is to describe how the district will provide special education instructional services. Districts must include the full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. When describing services for preschool children, the district must adhere to federal data reporting definitions of settings for preschool.

The description below outlines the continuum of special education services offered in the Van Buren County Community School District's educational setting for students ages 3 through 21. The district will provide access to this continuum for all eligible individuals based on their needs as specified in an IEP. Students may receive different services at multiple points along the continuum. Services may be provided within the district or through contractual agreement with other districts and/or agencies.

### **Additional Considerations for Early Childhood Special Education:**

The district will adhere to the following terms and definitions to describe instructional services and placements for children age 3 through 5:

- **Regular early childhood program** – Less than 50 percent of children eligible for special education, including those with support only IEPS;  
and
- **Early childhood special education program**-More than 50 percent of children eligible for special education, including those with support only IEPs.

**Note:** The percent of children eligible for special education as defined above will be maintained throughout the school year to meet the requirements of the continuum of services for students age 3 through 5.

Van Buren County Community Schools will examine the preschool services annually to determine the availability of regular early childhood programs within the district.

Students may receive different services at multiple points along the continuum based on the IEP. Based on IEP team decisions, students may receive Early Childhood services at different points on the continuum. 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.

### **Preschool Program Standards:**

Van Buren County Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

1. Iowa Quality Preschool 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) being implemented regarding maximum class size and teacher-child ratios.

### **Continuum of Services:**

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

**General education with consultation/accommodations.** 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.

**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 or regular early childhood program setting. The special education teacher, support service provider, or trained para professional 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 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 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 education setting (including, but not limited to special classes or early childhood special education program, 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.

**Regular Early Childhood Program with Teacher holding Dual Endorsements** (i.e., Endorsement 100: Teacher-Prekindergarten through grade three, including special education). 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.

#### **\*Accommodations and Modifications**

What are accommodations?

Accommodations **do not** reduce learning expectations.

Accommodations are intended to reduce or even eliminate the effects of a student's disability.

Accommodations are practices and procedures in the area of:

- Presentation
- Response
- Setting, and
- Timing/scheduling

“Accommodations do not change the kind of achievement being measured, but they change how that achievement is measured. If chosen appropriately, an accommodations will neither provide too much nor too little help to the student who receives it.” (Test Coordinator Guide for the Iowa Tests)

### **Modifications vs. Accommodations**

- Accommodations do not reduce learning expectations, accommodations provide access.
- Modifications refer to practices that change, lower, or reduce learning expectations.

It is important to note that when modifications are used, what a student learns is different because the learning expectation for the student is changed, lowered, or reduced. The use of accommodations does not change the learning expectations for the student, accommodations change the way the student accesses or demonstrates learning, not what is learned.

### **Special Education Caseload Management:**

**Question 3:** How will the caseloads of special education teachers be determined and regularly monitored?

**Purpose:** This requirement exists to ensure that teacher caseloads do not become unmanageable and compromise the provision of services prescribed in the IEPs.

Caseloads will be tentatively set by April 15<sup>th</sup> for 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 special education teachers with their building principal and/or district special education director. The first review will take place during the first 20 school days of the first semester of each academic year, and the second review will take place during the first 15 school days of the second semester of each academic year.

In determining teacher caseloads, the Van Buren County Community School District will use the Special Education Matrix (Appendix A) and Caseload Roster Worksheet (Appendix B). A teacher may be assigned a caseload with no more than 100 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not impair the affected teacher’s ability to provide the services and supports specified in his or her student’s IEPs.



The Van Buren County Community School District's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard (QPPS) being implemented regarding maximum class and teacher-child ratio.

In determining teacher caseloads, the Van Buren County 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:

**Curriculum:**

Zero Points: Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires accommodations to the general curriculum

Two Points: Student requires a para or other adult to facilitate accommodations 50% of the day or more to access the general curriculum. The individual needs directions, content area materials, and core reading materials, assignments, and assessments read aloud. In the math, the student requires scaffolding to support identified skill gaps in core content. In writing the student does not possess the foundational skills to permit fluent composition. (letter formation, spelling, simple sentence construction). The student therefore requires speech to text or scribing assistance.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. (and) A one on one para education or another adult needs to be available to the student 51%-100% of the day. (and) Alternate assessment is used to measure progress.

**IEP Goals:**

Zero Points: Student has IEP goal instructed by another teacher or service provider.

One Point: Student has 1 IEP goal area that is the primary responsibility of district special education personnel.

Two Points: Student has 2-3 IEP goal areas that are the primary responsibility of the district special education personnel.

Three Points: Student has 4 or more multiple IEP goal areas that are the primary responsibility of district special education personnel. An example would be a student with 2 academic goals in addition to two behavior goals for a total of four.

**Special Designed Instruction:**

Zero Points: Student requires no specially designed instruction.

One Point: Less than 49% of day includes specially designed instruction and delivered by special education personnel.

Two Points: 50-74% of day includes specially designed instruction and delivered by special education personnel.

Three Points: 75-100% of day includes specially designed instruction and delivered by special education personnel.

**Collaboration and Co-Teaching:**

Zero Points: Joint planning typical for that provided for all students.

One Point: Special education teachers conduct joint planning with one general education teacher, paraprofessional or other support staff over the course of each month. (Co-teaching/consultation)

Two Points: Special education teachers conduct joint planning with 2 or 3 general education teachers, paraprofessionals, or other support staff over the course of each month.

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers, paraprofessionals, or other support staff over the course of each month.

**Paraprofessional Support:**

Zero Points: Individual support needed similar to peers.

One Point: Additional individual support from an adult is needed for 25% or less of the school day.

Two Points: Additional individual support from an adult is needed for 26 to 75% of the school day.

Three Points: Additional individual support from an adult is needed from 76 to 100% of the school day.

**Assistive Technology:**

Zero Points: Assistive Technology use is similar to peers. (highlighters, sticky notes, calculators, pencil grips, etc.)

One Point: Assistive technology requires limited teacher-provided individualization or training for the student. (text readers, fidgets, sensory input items, etc.)

Two Points: Assistive technology requires extensive teacher-provided individualization or training for the student. (visual schedule, comm. Book, mobility training, etc.)

Three Points: Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades for continued effective use are anticipated. (comm. Device, FM system, hearing aides, Braille, Bookshare, etc.)

**Behavioral Supports:**

Zero Points: Student requires no additional support needed other than Tier 1.

One Point: Student is receiving direct instruction for one goal area in behavior. Student has a FBA/BIP.

Two Points: Student is receiving direct instruction for two goal areas in behavior. Student has a FBA/BIP.

Three Points: Student has three or more behavior goals which are addressed by district special education personnel. Student has a FBA/BIP.

**Transition:**

Zero Points: Not included in Elementary IEPs.

One Point: Student is age 14 or older and has transition needs which will be addressed by district special education personnel.

Two Points: Student has two goals related to transition needs and are addressed by district special education personnel.

Three Points: Student has three or more goals related to transition needs and are addressed by district special education personnel.

**Alternate Assessment:**

Zero Points: Does not participate in Alternate Assessment

Two Points: Student participates in Alternate Assessment

**Medicaid:**

Zero Points: .25 Points for each student who is Medicaid billable.

**Resolving Caseload Concerns**

**Question 4:** What procedures will a special education teacher use to resolve caseload concerns?

**Purpose:** The purpose of this requirement is to ensure that special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

- Within the first 20 school days of the first semester of each academic year;
- Within the first 15 school days of the second semester of each academic year
- By April 15<sup>th</sup> to plan for the following academic year

A teacher may be assigned a caseload with no more than 100 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine weeks, if doing so does not impair the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Upon review, if there appears to be an overload, the teacher may request, and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of four teachers, a building administrator, and an AEA representative. The CAT will make recommendations regarding if there is a need for adjustments to a teacher's schedule or roster. At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 school days. A resolution and written decision must be made available to the teacher within 5 school days after the CAT meeting.

If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director or his/her designee to grant an adjusted caseload status. 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 prove a FAPE in the LRE to the eligible individuals it serves.

### **Program Effectiveness:**

**Question 5:** How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

**Purpose:** Dependent upon any needs indicated by data or determination assigned by the state, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

### **STATE PERFORMANCE PLAN TARGETS AND SERVICE DELIVERY PLAN EFFECTIVENESS:**

The Van Buren County Community School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. If the district meets SPR/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the state and Great Prairie AEA.

### **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 ages 3 to 21, and shall provide for the following:
  - The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals ages 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.

- 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.
- 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.
- 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.
- The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.
- The district assures this delivery system 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 in compliance with the Iowa Administrative Rules of Special Education.
- The district assures the school board has approved the service delivery plan for implementation.

## **APPENDIX A**



Please review each student on your roster and their IEP, and enter in the points on your tab listed below. If you have questions, please contact an experienced colleague, principal, or Director of Special Education for support.

<https://www.iowaidea.org/IDEA2/>

Points	Curriculum	IEP Goals	Specially Designed Instruction	Collaboration and Co-teaching	Paraprofessional Support	Assistive Technology	Behavioral Supports	Transition	Alternate Assessment	Medicaid
Zero Points	Student is functioning in the general education curriculum at a level similar to peers.	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction.	Joint planning typical for that provided for all students	Individual support needed similar to peers.	Assistive Technology use is similar to peers. (highlighters, sticky notes, calculators, pencil grips, etc.)	Student requires no additional support needed other than Tier I.	Not included in Elementary IEPs	Does not participate in Alternate Assessment	.25 Points for each student who is Medicaid billable
One Point	Student requires accommodations to the general curriculum.	Student has 1 IEP goal area that is the primary responsibility of district special education personnel.	Less than 49% of day includes specially designed instruction and delivered by special education personnel.	Special education teachers conduct joint planning with one general education teacher, paraprofessional, or other support staff over the course of each month. (Co-teaching/Consultation)	Additional individual support from an adult is needed for 25% or less of the school day.	Assistive technology requires limited teacher-provided individualization or training for the student (text readers, fidgets, sensory input items, etc.)	Student is receiving direct instruction for one goal area in behavior. Student has a FBA/BIP.	Student is age 14 or older and has transition needs identified in IEP and which will be addressed by district special education personnel.		
Two Points	Student requires a para or other adult to facilitate accommodations 50% of the day or more to access the general curriculum. The individual needs directions, content area materials, and core reading materials, assignments, and assessments read aloud. In math the student requires scaffolding to support identified skill gaps in core content. In writing the student does not possess the foundational skills to permit fluent composition. (letter formation, spelling, simple sentence construction) The student therefore requires speech to text or scribing assistance.	Student has 2-3 IEP goal areas that are the primary responsibility of district special education personnel.	50-74% of day includes specially designed instruction and delivered by special education personnel.	Special education teachers conduct joint planning with 2 or 3 general education teachers, paraprofessionals, or other support staff over the course of each month.	Additional individual support from an adult is needed for 26 to 75% of the school day.	Assistive technology requires extensive teacher-provided individualization or training for the student. (visual schedule, comm. book, mobility training, etc.)	Student is receiving direct instruction for two goal areas in behavior. Student has a FBA/BIP.	Student has two goals related to transition needs and are addressed by district special education personnel.	Student participates in Iowa Alternate Assessment	
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies (and) A one on one para educator or another adult needs to be available to the student 51%- 100% of the day. (and) Alternate assessment is used to measure progress.	Student has 4 or more multiple IEP goal areas that are the primary responsibility of district special education personnel. An example would be a student with 2 academic goals in addition to two behavior goals for a total of four.	75-100% of day includes specially designed instruction and delivered by special education personnel.	Special education teachers conduct joint planning with more than 3 general education teachers, paraprofessionals, or other support staff over the course of each month.	Additional individual support from an adult is needed from 76 to 100% of the school day.	Assistive technology requires extensive teacher-provided individualization or training for the student. Significant maintenance or upgrades for continued effective use are anticipated. (comm. device, FM system, hearing aides, Braille, Bookshare, etc.)	Student has three or more behavior goals which are addressed by district special education personnel. Student has a FBA/BIP.	Student has three or more goals related to transition needs and are addressed by district special education personnel.		

A case load review can be requested as a total approaches 100.

## **APPENDIX B**



