

District Developed Service Delivery Plan  
Southwest Valley Community Schools

March 29, 2022



---

## Developmental Process

---

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2) "c". The group of individuals who developed the system include parents of eligible individuals, special education teachers, and general education teachers, administrators and a representative from the Area Education Agency.

---

## Continuum of Services

---

**Preschool/Early Childhood Special Education Classroom:** The student is served in the general education classroom within the confines of the preschool setting while receiving additional direct special education services. The classroom utilizes the IQPPS (Iowa Quality Preschool Program Standards).

**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 the 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 or regular early childhood program with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading, and behavior management as specified in the IEP. The special education teacher support may include assisting the general education teacher with design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student's progress on the IEP goals

**Collaborative Services:** 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 to aid the student/s in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

**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, homebound instruction, and instruction in hospitals and institutions). The special education teacher or service provider is responsible for monitoring the student's progress on IEP goals.

**Self-Contained:** Self-contained class 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 with all classes being taught in the special education classroom setting. The curriculum and instruction may or may not be modified.

**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 a contractual agreement with other districts and/or agencies.

\*The continuum includes services for eligible individuals from ages 3-21.

---

## Caseload Determination

---

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registrations and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers and their special education coordinator.

In determining special education teacher caseloads, the Southwest Valley Schools will use the following values to assign points to the caseloads of each teacher in the district.

A teacher may not be assigned a caseload with no more than 75 total points.

### Curriculum:

0 Points: The student is functioning in the general education curriculum at a level similar to peers.

1 Point: The student requires limited modifications to the general education curriculum.

2 Points: The student requires significant modifications to the general education curriculum.

3 Points: Significant adaptation to grade-level curriculum requires specialized instructional strategies. An alternate assessment is used to measure progress.

### IEP Goals:

0 Points: Student has IEP goals instructed by another teacher or service provider.

1 Point: Student has 1-2 IEP goals.

2 Points: The student has 3 IEP goals.

3 Points: The student has 4 or more IEP goals.

### Specially Designed Instruction:

0 Points: Student requires no specially designed instruction.

1 Point: 25% or less of instruction is specially designed and/or delivered by a special education teacher.

2 Points: 26-75% of instruction is specially designed and/or delivered by a special education teacher.

3 Points: 76-100% of instruction is specially designed and/or delivered by a special education teacher.

### **Joint Planning and Consultation:**

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

1 Point: Special education teachers conduct joint planning with 1 general education teacher and/or 1 paraprofessional over the course of each month.

2 Points: Special education teachers conduct joint planning with 2-3 general education teachers and/or 2-3 paraprofessionals each month.

3 Points: Special education teachers conduct joint planning with 4 or more general education teachers and/or 4 or more paraprofessionals over the course of each month.

### **Paraprofessional Support:**

0 Points: Individual support needed similar to peers (classroom paraprofessional).

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

2 Points: Additional individual support from an adult is needed for 26% to 74% of the school day.

3 Points: Additional individual support from an adult is needed from 75% to 100% of the school day.

### **Assistive Technology:**

0 Points: Assistive technology used is similar to peers.

1 Point: Assistive technology requires limited teacher-provided individualization and/or training for the student.

2 Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student.

3 Points: Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

### **FBA/BIP:**

0 Points: Student requires no FBA or BIP.

1 Point: Requires limited time assessment, planning, data collection, and communication with others (not more than 2 hours per month).

2 Points: Requires 2-4 hours per month for assessing, planning, data collection, and communication with others.

3 Points: Requires more than 4 hours for assessing, planning, data collection and communication with others.

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
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 (classroom para)	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher and/or 1 paraprofessional over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-74% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2-3 general education teachers and/or 2-3 paraprofessionals 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 and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	75 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 4 or more general education teachers and/or 4 or more paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_

---

## Resolving Caseload Concerns

---

Caseloads will be reviewed at least twice per year by individual LEA special education teachers and their special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded for a period of 6 weeks, then 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 the individual's principal/supervisor.
- A committee will be appointed to annually serve as a review team in collaboration with the special education coordinator
- 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 and/or schedules
  - Number of buildings the staff member serves in
  - Number of other districts the teacher is collaborating with (tuition in students)

### 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 your principal/supervisor.
3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to solve the concern at this point.

4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
6. Upon receipt of the committee's 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 written determination.
8. If the person requesting the review does not agree with the determination, he or she may appeal to the superintendent
9. Within 10 working days, the superintendent will meet with the individual and provide a written determination.
10. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
11. The AEA Director/designee will meet with personnel involved and will provide a written decision.

---

## Meeting State Expectations

---

In order to meet the State Performance Plan/Annual Progress 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

---

## Evaluation of Effectiveness

---

**Individual:** Individual student goals will be monitored and data will be graphed every two weeks in order to determine instructional changes to allow students to achieve their IEP goals. This data will be collected at a building level and placed in their IEP files.



**School:** Each school in the district will review student progress monitoring, formative, or summative evaluations every 18 weeks. The IEP subgroup performance in both reading and math will be reviewed and discussed by teams. Subgroups achievement, growth, and the achievement gap; thus, impeding progress toward meeting the district SPP/APR requirements, will possibly develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

**District:** 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 at the 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 Service Delivery Plan  
Committee Meeting  
March 29, 2022

Lindsay Wetzel, Sped Coordinator

Signature: \_\_\_\_\_

Allison Thomas, Principal

Signature: \_\_\_\_\_

Kris Quick, AEA Sped Rep

Signature: \_\_\_\_\_

Amy Vanderhoof, Sped Teacher

Signature: \_\_\_\_\_

Mike Cormack, General Ed Teacher

Signature: \_\_\_\_\_

Sarah Maeder, Parent

Signature: \_\_\_\_\_