



District Developed Service Delivery Plan for Special Education

***A comprehensive plan outlining a full continuum of services designed to
address the needs of learners with disabilities***

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It is the policy of the College Community School District to maintain a nondiscriminatory environment in every aspect of the operation of the District. The District shall provide equal educational and employment opportunities without regard to color, sex, race, national origin, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, disability, or socioeconomic status (for programs) in its educational programs and activities or its employment and personnel policies. Jeri Moritz, Executive Director of Human Resources and Equity, is the reporting officer for affirmative action, desegregation, and discrimination. Any questions should be directed to: Jeri Moritz - Educational Services Center - 401 76th Ave. SW - Cedar Rapids, IA 52404.

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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 guardians of eligible individuals, special education teachers, general education teachers, administrators, and representatives from Grant Wood Area Education Agency.

The District Developed Service Delivery Plan was approved by Grant Wood Area Education Agency on May 22, 2024 and by the College Community School District Board of Education on June 17, 2024. The plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Executive Director of Special Education. It will also be shared with all community stakeholders by posting the plan on the district website.

Overview of steps in completing this Service Delivery Plan:

Step 1: The district selects the committee.

Step 2: The committee develops the plan.

Step 3: The draft plan is available for public comment.

Step 4: The GWAEA Special Education Director verifies plan compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is included in the designated area of the Consolidated Accountability and Support Application (CASA).

Step 7: The plan is reviewed in connection with the five year accreditation cycle or earlier if required by determination given by the state.

Committee Members

Name	Role
Julie McKibben	Executive Director of Special Education
Ashley Walsh	Special Education Coordinator
Nick Norris	Special Education Coordinator
Chris Cousin	District Behavior Specialist
Alison West	Executive Director of Curriculum and Assessment
Kristi Hicks	GWAEA Regional Administrator
Amy Plotz	GWAEA Special Education Consultant
Scott Black	Building Principal
Spence Evans	Building Principal
Annie Hawker	Building Principal
Bethany Cole	Teacher
Emily Lair	Teacher
Becky Gearhart	Teacher
Jade Hoogestraat	Teacher
Kara Beatty	Teacher
Jackie Woodland	Parent

How will services be organized and provided to eligible individuals?

Context in the Development of the Continuum of Services

A learner eligible for special education services in Iowa is entitled to Specially Designed Instruction (SDI) at no cost to the family, to meet his/her unique needs as a learner with a disability. This includes adapting as appropriate to the needs of the individual learner, the content, methodology or delivery of instruction to address his/her unique needs that result from a disability and to ensure access to the general curriculum, so that he/she can meet the educational standards that apply to all children (IAC 41.39). These special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment and independent living (CFR300.1; IAC 41.1).

The General Curriculum

The general curriculum includes the curriculum expected of all children. In Iowa that may include the Iowa Core, Iowa Core Essential Elements, the Iowa Early Learning Standards, and school-based expectations that may be evident in social-emotional standards, student handbooks etc. References to the Iowa Core throughout this document are referring to the general curriculum most related to the learner and their area of need. ([Iowa's SDI Framework, Revision August 2018](#))

Foundational Beliefs

It is essential school teams believe that all students can learn at high levels. Teams must share collective responsibility for all students' learning. General and special education teachers must be involved in collaborative team meetings and/or Professional Learning Communities (PLCs) taking ownership of every student mastering targets. The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services and Specially Designed Instruction (SDI) for our learners:

- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- Effective SDI is designed through collaboration between families and the IEP team.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from high quality and specific assessment information.
- SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to address their unique needs as a result of the individual's disability. ([Iowa Department of Education: Iowa's SDI Framework, Revision August 2018](#))

SDI in an MTSS Framework

Learners eligible for special education services are entitled to SDI to address their unique needs and to ensure access to the general curriculum so they can meet educational standards. Therefore, in many cases learners with disabilities will need supports including targeted and/or intensive interventions. This may include accommodations, modifications, services and supports within and across a continuum of educational supports. For example, a learner with a disability and IEP goal in reading may require accommodations such as books specifically selected for his or her reading level or e-text to be able to access instruction at the universal tier. A learner may also require individualized instruction such as pre-teaching/reteaching to be able to engage with universal instruction. However, they may also need individualized instruction in specific skills and intensified instruction to progress toward grade level standards. These supports and services are just examples of SDI that a learner may need that extends across the tiers of an MTSS system ranging from more intensive to less intensive. What is most important to know is that SDI can occur in any educational setting and includes all of the unique educational needs of a learner with a disability.

[\(Iowa's SDI Framework, Revision August 2018\)](#)

Introduction to the Continuum of Services at College Community School District

Special Education Services are provided in a variety of ways to meet the individual needs of eligible individuals. The least restrictive environment (LRE) is the educational environment that enables learners with disabilities to receive an appropriate education and provides the learners with maximum opportunities for interaction with peers without disabilities.

Removal from the general education environment may occur only if the nature or severity of the disability is such that education in regular classes (with the use of supplementary aids and services) cannot be achieved satisfactorily. [41.114(2)b] Supplementary aids and services are aids, services, and supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. [41.42]

Therefore, a continuum of services is provided. The continuum includes services for eligible individuals ages 3 to 21. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

Students may receive different services at multiple points along the continuum based on the Individualized Education Program (IEP).

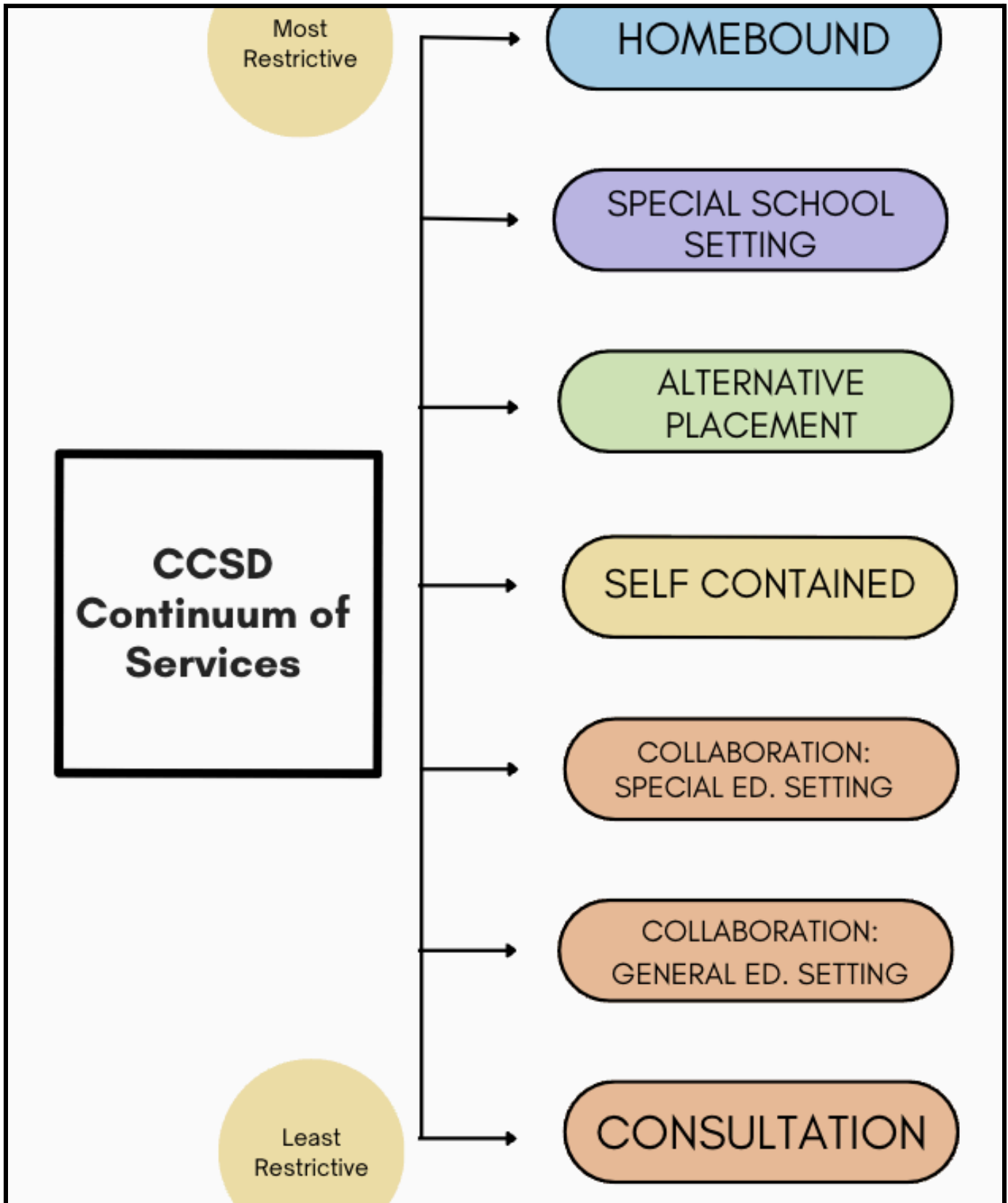
When developing an eligible individual's IEP and placement, the team shall consider the following questions, as well as any other factors appropriate under the circumstances, regarding the provision of special education and related services [41.116(4)a.]:

1. What accommodations, modifications and adaptations does the individual require to be successful in a general education environment?
2. Why is it not possible for these accommodations, modifications and adaptations to be provided within the general education environment?
3. What supports are needed to assist the teacher and other personnel in providing these accommodations, modifications and adaptations?
4. How will receipt of special education services and activities in the general education environment impact this individual?
5. How will provision of special education services and activities in the general education environment impact other students?

Each service delivery model along CCSD's continuum is described on the following pages, including specific roles and responsibilities of the general and special educators supporting the eligible individual within each model.

Continuum of Services at College Community School District

The service delivery models are listed from least restrictive to most restrictive.



Inclusive Early Childhood Setting

This model is described as a regular early childhood program with the teacher holding dual endorsements (i.e., endorsement 100: Teacher—PK-3 Teacher, Regular Education/Special Education). The learner is served in an inclusive general education early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes PK-3, Regular Education/Special Education. The teacher is responsible for direct instruction, preparation of materials, adaptations, accommodations and/or modifications as specified in the IEP. The teacher with the dual endorsement is responsible for monitoring the learner's progress on IEP goals.

Transition Program - 4+ (PrairieWood)

College Community School District offers a continuum of services for students with disabilities ages 18-21 who have unmet IEP goals pertaining to Living, Learning, and/or Working following completion of the Iowa Core requirements and district graduation requirements. Students in the transition program continue to work on Living, Learning, and/or Working skills in a variety of settings with support from a Special Education teacher to meet their postsecondary IEP goals.

Consultation

Services are provided in the general education setting through consultation with the general education teacher, instructional strategist, or service provider. Consultation services include consulting with the general education teachers to monitor student progress, adjusting the learning environment or instructional methods utilizing high-quality differentiation, and accommodations or modifications according to the IEP. These strategies and services are provided consultatively to meet the individual needs of a student with a disability receiving instruction in the general education environment. The instructional strategist or service provider is responsible for monitoring the students' progress and IEP.

Collaboration: General Education Setting

Services provided can include a combination of joint planning, push-in, co-teaching and/or direct instruction. The student receives direct special education support for the general education curriculum in the general education setting. Specially designed instruction is provided to an individual student with a disability or to a group of students with disabilities by a certified instructional strategist or support service provider in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum.

Collaboration: Special Education Setting

Services provided can include pull-out, reverse collaboration, special class with modifications to the core as determined by the IEP team and service providers. Supplementary services in the special education setting providing specially designed instruction and support for the general education setting or regular early childhood program setting. Direct specially designed instruction is provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher or support service provider that cannot otherwise be provided in a regular education setting. These services are provided in an individual or

small group setting for a portion of the day, supplementing or providing modifications to the general education course requirements according to the students' IEP.

Self Contained Setting

A self-contained classroom is one in which the same group of students are taught multiple subjects by one educator throughout the day.

Alternate Placement / Special School

Alternate Placement / Special School Services are defined as specially designed instruction provided to individual students with the most significant disabilities. Intensive instructional services are provided in a highly structured setting by certified instructional strategists and staff in a separate school setting. These services should only be considered when less restrictive settings on the continuum have been unable to meet the needs of an individual student.

Homebound

Homebound instructional services are defined as specially designed instruction provided to individual students with disabilities that are unable to attend school for a period of time due to an individual's needs. Instruction is provided by a certified instructional strategist. These services are only provided with appropriate documentation and are typically short-term in nature.

Accommodation - Supports and adjustments provided to help students access settings, opportunities and the general education curriculum in order to provide students accessible curriculum to demonstrate learning or attainment of the learning standards. Accommodations are a support provided to access the general education curriculum while not changing the expected student outcome. (*i.e. additional time, use of manipulatives, hands-on approach, scribe*)

Modification - Adaptations made to the content and performance standards for students with disabilities, modifying the learning goal or grade level expectation, prioritization or reduction of the expectation of attainment of the learning standards according to a student's IEP. Modifications change the expectations for student learning outcomes and what is measured while still receiving grades and credit as appropriate, according to a student's IEP. (*i.e. pass/fail grading, projects instead of written assignments, use of alternative book or materials on a topic to be studied*)

Service delivery placements are options as opposed to a specific setting or classroom. Entitled students may receive services across settings in both general education or special education, as determined by the student's IEP. Placement decisions are determined by IEP team members and stakeholders including guardians, service providers, and other individuals knowledgeable about the student. The decision making process includes evaluation data, service delivery placement options, and other related data specific to the student's IEP. Placement decisions are considered at least annually, or more often as needed, to meet the unique needs of each student as identified in the student's IEP. The reevaluation process will be considered if educational or

related services, supports, or academic and functional performance need to be evaluated. Students may exit special education services if services and support are no longer needed.

How will caseloads of special education teachers be determined and regularly monitored?

Students will be tentatively assigned to service providers in the spring for the following year. Summer registration and actual fall enrollments will determine assignments for the beginning of the school year. Caseloads will be monitored regularly by building Principals and reviewed at least annually during the school year by individual district special education teachers with their building principal.

The Department of Education, as part of the IEP process for all students receiving special education services, continuously monitors services provided to eligible individuals and assigns a weighted enrollment factor to each student. Points are assigned by the Department of Education based upon consideration of: curriculum modification, specially designed instruction related to all goal areas regardless of setting, support for school personnel and Least Restrictive Environment (LRE) efforts, and supplementary aids and services/specialized transportation.

The weighted enrollment factors assigned by the state are to describe the intensity and quantity of special education services.

- Level 1 weighting of 1.72
- Level 2 weighting of 2.21
- Level 3 weighting of 3.74

A point system will be assigned by the district to the weighting factors for caseload determination.

- 1.72 = 1 point
- 2.21 = 2 points
- 3.74 = 3 points

Sample:

Example 1			Example 2			Example 3		
Strat 1 Teacher			Strat 2 BD/LD Teacher			Strat 2/3 ID Teacher		
	Roster Size	Points		Roster Size	Points		Roster Size	Points
L1	17	x 1	L1		x 1	L1		x 1
L2	3	x 2	L2	6	x 2	L2	3	x 2
L3		x 3	L3	4	x 3	L3	7	x 3
Total Students: 20		Total Points: 23 / 23	Total Students: 10		Total Points: 24 / 27	Total Students: 10		Total Points: 27 / 27

Caseload determination for special education teachers in the College Community School district will be as follows:

Early Childhood

- Teachers with a PreK-K Early Childhood Special Education license: The Special Education teacher, serving in either co-taught or supplemental SDI, and/or modified program, serves a target roster of 20 (10 AM, 10 PM) students entitled for special education services.
- Teachers with an Endorsement 100 License (a.k.a. Birth to 3rd Inclusive Setting License) may serve as the lead and Special Education teacher in blended AM and PM classes, where at least half of the students are typically developing. The teacher with this license will serve approximately 13 typically developing students and will serve no more than 10 (5 AM, 5 PM) students entitled for special education services.

K-12

- Teachers with an Instructional Strategist I (Mild/Moderate) license: Serve a **target** roster of 20 students and/or a weighting of 23 points.
- Teachers with an Instructional Strategist II (LD/BD) license: Serve a **target** roster of 10 students and/or a weighting of 27 points.
- Teachers with an Instructional Strategist II (ID) license: Serve a **target** roster of 10 students and/or a weighting of 27 points.

If the caseload roster size and/or weighting exceeds the target number, the Executive Director of Special Education or designee will meet with Building Administration to address options.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

State Performance Plan Targets and Service Delivery Plan Effectiveness

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Grant Wood AEA 10 staff to develop an action plan designed to promote progress toward these goals.

Assurances

The College Community School 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 setting and programs in which eligible individuals aged three through five 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 College Community School District assures that prior to the School Board adoption, this delivery system was available for comment by the general public. No comments were received by the general public.

The College Community School District assures the delivery system plan was developed by a committee that included guardians of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative from Grant Wood Area Education Agency (GWAEA), who was selected by the GWAEA Special Education Director.

The College Community School District assures the GWAEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

The College Community School District assures the School Board has approved the Service Delivery Plan for implementation.