

Columbus Community Schools

District Developed

Service Delivery Plan for Special Education Services

2025 - 2030



Mission: To establish a safe, inclusive, and collaborative learning environment that values diversity and prepares students for life beyond the classroom.

Vision: Students will thrive socially, emotionally, and academically with skills and confidence to pursue their chosen paths.

For more information regarding the Columbus Junction Community School District Mission and Services see the [WEBSITE](#)

GLOSSARY OF TERMS:

Accommodation: Supports provided to help a student access settings, opportunities, and the general education curriculum that allow a student to validly demonstrate learning or attainment of learning standards. They are changes to instruction/assessment that reduce barriers to accessing the content being taught/assessed, without fundamental changes or alterations.

Consultation: Indirect services provided by a certified special education teacher or service provider to a general education teacher or service provider, or other special education providers, in adjusting the learning environment and/or modifying their instructional methods using high-quality differentiation practices, and specially designed instruction, modification, or accommodation strategies to meet the individual needs of a student with a disability receiving instruction in the general education environment.

Collaboration: Special education and general education teachers share responsibility for accommodations, modifications, and specially designed instruction within the least restrictive environment. The special education teacher is within the general education classroom at targeted times to share the responsibility to provide specially designed instruction, accommodations, and modifications to allow the student to access the general education curriculum and skills building, resulting in increased capacity of general education teachers to differentiate and execute program modifications.

Co-teaching:

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education or regular early childhood program teacher in partnership to meet the content and skill needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching has a strong research base.

Modification: Changes made to the content and performance standards for students with disabilities, prioritization, or reduction of the expectation of attainment of the learning standards.

Differentiation: Differentiated instruction involves teaching in a way that meets the different needs and interests of students using varied course content, activities, and assessments.

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

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment.

The Service Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)“c”.

TIMELINE

- Plan development began with the district administrative team in May- June 2025.
- The draft of the plan was reviewed/ revised by a committee consisting of administration, special education teachers, general education teachers, parents/ community members and at least one AEA representative in August 2025.
- Once the committee has reached consensus for the 2025-30 plan, it will be submitted to the MBAEA Special Education Director to verify the plan is in compliance with the Administrative Code. August 2025
- Upon verification, the plan will be posted for public comment for 2 weeks
- Finally, the plan will be submitted to the School Board for approval.

Committee Members include the following people:

Dr. Michael Volk- Superintendent of CCSD

Paul Kissell- Secondary Principal

Cassie Stewart- Roundy Principal

Liz Goodwin- Director of Curriculum & Instruction

Maureen Mincks- Instructional Coach/ Parent

Kamie Montoya- District Support Administrator MBAEA

Geri Massey- Director of Special Education CCSD/ Special Education consultant MBAEA

Kayla Werner- School Social Worker MBAEA

Eileen Heck- Early Childhood Special Education/ General Education

Nicole Kitchen- Special Education Teacher

Jenn Herr- Special Education Teacher

Wendy Watson- General Education Teacher

Whitney Howell- Parent

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

Continuum of Services The following continuum is a range of special education instructional service options that are available to provide appropriate educational programs for all eligible students, ages 3-21. At any given time, students may receive a combination of these services to best meet their needs as determined by each individual IEP team. Services may be provided within the Columbus Junction district or through contractual agreement with other districts and/or agencies. The list of services may be added to or deleted from at any given time. The following list is of the current range of services provided in the district at this time.

Pre-K Continuum

Early Childhood Special Education: Early childhood programs are all special education programs with full integration. These services are defined as a regular early childhood program that has been accredited by the National Association for the Education of Young Children (NAEYC) and follows NAEYC program standards as well as the Iowa Early Learning Standards. All special education services are provided 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 with this dual endorsement is responsible for specially designed instruction, preparation of materials, adaptations and accommodations as specified in the IEP, and for implementing and monitoring the child’s progress according to the IEP.

Disclaimer: Placement and services in early childhood settings are determined on an individual basis by the IEP team. Decisions are guided by each child’s unique strengths and needs, and consider the least restrictive environment (LRE) appropriate for the delivery of specially designed instruction and related services. While integration in a regular early childhood program is encouraged, the IEP team may determine alternative supports or settings are necessary to ensure the child’s access, participation, and progress in the general education curriculum.

K-12 Continuum

Disclaimer: Placement and services within the K–12 continuum of special education in Iowa are determined on an individual basis by the IEP team. Decisions are based on each student’s unique strengths and needs and must align with the least restrictive environment (LRE) requirements. While access to and participation in the general education environment is prioritized, the IEP team may determine that additional supports, specialized instruction, or alternative settings are necessary to ensure the student’s educational progress and the provision of a free appropriate public education (FAPE).

Consulting Services:

- Indirect services provided by a certified **special education teacher** collaborating with a **general education teacher**. Receives instruction in the general education classroom.
- Adjusting the learning environment and/or modifying instructional methods to a minimal degree.

General Education (GE) Teacher Role/Responsibilities	Special Education (SE) Teacher Role/Responsibilities
<ul style="list-style-type: none">● Provides all general education instruction;● Implements high-quality differentiation practices;● Delivers collaboratively designed content instruction in the general education class, including assessments and progress monitoring measures;● Collaboratively plans and provides specially designed instruction (SDI), accommodations and modifications needed to enable access;● Consults regularly and frequently with the special	<ul style="list-style-type: none">● Collaboratively works with the general education teacher on the instructional design and preparation of materials, application of skills in the general education setting, as well as adaptations/accommodations/modifications as outlined in the IEP;● Monitors the learner’s progress on IEP goals;● Understands high-quality instructional and differentiation practices;

<ul style="list-style-type: none"> education teacher; Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core; Assumes responsibility for assignments and grades for general education curricular standards. 	<ul style="list-style-type: none"> Coordinates and shares available special education resources; Engages in regular and frequent consultation with general educators to oversee the general educator's provision of accommodations, modifications, SDI data collection and data analysis; Has oversight and monitoring of fidelity of SDI, accommodations, modifications, progress monitoring, BIP, and educational decision making.
<p>GOAL: To assist the general education teacher in adjusting the learning environment or modify instructional methods using specially designed strategies to meet the individual needs of eligible students receiving instruction within the general education setting.</p>	

General Education with Special Education Support in the General Education Classroom

The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> Provides/oversees all GE instruction; Implements high-quality differentiation practices; Collaboratively provides accommodations/modifications needed to enable access; Engages in ongoing communication and professional learning with special educators to assist with understanding/learning Iowa Core progressions; Collaborates with SE teacher for assignments and grades for GE curricular standards. 	<ul style="list-style-type: none"> Understands the GE curriculum; Monitors the learner's progress on IEP goals; Collaboratively implements high-quality differentiation practices; Collaboratively plans and supports provision of SDI within specific skill areas and instructional activities during target times; Engages in ongoing communication and professional learning with GE to understand Iowa Core learning progressions; Coordinates and shares available SE resources; Monitors goals progress within skill areas and instructional activities.
<p>GOAL: Provide services where the SE teacher may flexibly meet SE students' needs without co-teaching in multiple classrooms. The SE teacher, support service provider, or trained paraprofessional may be in the GE classroom as needed to provide instruction or other assistance to a student or group of students.</p>	

Co-teaching Services:

Co-teaching is a collaborative service delivery model in which a special education teacher and a general education teacher, regular early childhood program teacher, or direct service provider, jointly provide instruction to a class that includes both students with disabilities and their nondisabled peers. This model ensures that students with IEPs receive specially designed instruction within the general education setting, promoting access to the general curriculum alongside their peers.

Co-teaching takes various forms, including but not limited to:

- Co-planning and dividing the class into smaller groups for differentiated instruction

- Co-instructing by delivering different components of a lesson
- Team teaching where both educators share responsibility for instruction throughout the lesson

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> • Ensures IEP accommodations and modifications are implemented; • Differentiates instruction to meet all learners' needs; • Co-plans and co-teaches classes within whole group/partial group/small group instruction; • Determines grades in collaboration with a special education teacher. 	<ul style="list-style-type: none"> • Monitors the student's progress according to the IEP; • Ensures IEP accommodations are implemented; • Provide modifications needed for participation and progression through the general education curriculum; • Co-plans and co-teaches the class within whole group/partial group/small group instruction; • Determines grades in collaboration with the general education teacher. • Retains primary responsibility for designing and delivering specially designed instruction, ensuring students with IEPs have access to the general curriculum, and monitoring progress toward IEP goals.
<p>GOAL: Assure students receive high quality instruction in content areas based on the Iowa Core while meeting the specific needs of the individual student.</p>	

General Education with direct Special Education support outside the General Education Classroom

The student receives special education support for the general education curriculum in a setting outside of the general education classroom. When it is determined that all student needs cannot be effectively delivered within the general education core environment, the student may receive some of their services, in addition to core, in a separate educational setting. This includes direct, specially designed instruction provided by a licensed special education teacher to an individual student or a small group of students with disabilities in a special education classroom. The special education teacher or service provider is responsible for monitoring and documenting the student's progress toward their IEP goals.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> • Provides access to all GE instruction. This could include but is not limited to various methods such as in-person, virtual, electronic course format, etc., depending on the specific student situation; • Implements high-quality differentiation practices; • Provides accommodations/modifications needed to enable access; • Engages in ongoing communication and professional learning with special educators to assist with knowledge/learning of Iowa Core progressions; • Collaborates with SE teacher for assignments for GE curricular standards • Determines grades in collaboration with a special education teacher. 	<ul style="list-style-type: none"> • Provides direct SDI that aligns with the Iowa Core; • Monitors the learner's IEP goals' progress; • Implements high-quality differentiation practices; • Engages in ongoing communication and professional learning with GE colleagues to understand Iowa Core learning progressions; • Collaborates with GE teacher to determine necessary accommodations/modifications to enable GE core curriculum access; • Coordinates and shares SE resources; • Collaboratively provides and oversees the provision of SDI and goal progress within skill areas, including instructional activities.
<p>GOAL: Allow special education students access to core curricular content, while also providing specialized instruction to help access and progress through the general education curriculum.</p>	

Out-of-Class Services(s)

Out of class services refer to specially designed instruction delivered outside of the general education classroom in place of core instruction or portions of core instruction when a student's individualized education program (IEP) team determines that the student's needs cannot be adequately met within the general education core setting. These services are provided by a licensed special education teacher or service provider in a separate instructional space and are designed to address specific IEP goals, such as academic skills, functional skills, or social-emotional development.

Instruction in the pull-out setting is individualized or delivered in small groups and is aligned with the general education curriculum to the greatest extent appropriate. The special education teacher is responsible for implementing specially designed instruction, monitoring student progress, and collaborating with general education staff to ensure consistency and support for the student across all educational environments.

- Pull Out Skill Instruction/Instructional Methods
 - Direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities within the special education classroom
 - Services are provided by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time
 - Provided in an individual or small group setting for a portion of the day
 - These services generally supplement the instruction provided in the general education classroom.

- Specially Designed Content Courses
 - 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
 - Instruction aligns to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting (ex: Reverse Consultation model)

- Specialized Program or School
 - Direct specially designed instruction provided by a certified special education teacher
 - Settings could be but are not limited to special classes, special schools
 - Students receiving all or the majority of instruction separate from non-disabled peers.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Collaborates with special education teacher to ensure student access to general education content. ● Collaborates on accommodations and/or modifications needed to enable access. ● Engages in ongoing communication and professional learning with special educators to 	<ul style="list-style-type: none"> ● Provides direct specially designed instruction that aligns with the Iowa Core. <ul style="list-style-type: none"> ○ Monitors the learner's progress on IEP goals. ○ Implements high-quality differentiation practices. ○ Engages in ongoing communication and professional learning with general educators

<p>assist with understanding of learning progressions of the Iowa Core.</p> <ul style="list-style-type: none"> ● Collaborates with special education teacher for assignments and grades for general education curricular standards. 	<p>to understand learning progressions within the Iowa Core.</p> <ul style="list-style-type: none"> ○ Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access. ○ Coordinates and shares available special education resources. ○ Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities.
<p>GOAL: Provide modified instruction that aligns with Iowa Core Standards and Benchmarks/Essential Elements, designed to meet the unique learning needs of the student. This modified instruction still allows the student to progress towards/meet grade level/graduation requirements.</p>	

Out of School Placements

- Direct specially designed instruction provided by a certified special education teacher.
- Examples could include home instruction and instruction in hospitals and institutions.
- A student is receiving his or her instruction separate from non-disabled peers in most cases.

General Education Teacher Role/Responsibilities	Special Education Teacher Role/Responsibilities
<ul style="list-style-type: none"> ● Collaborate and/or provide all general education instructional materials <ul style="list-style-type: none"> ○ Provides accommodations and/or modifications needed to enable access. ○ Engages in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core. ○ Collaborates with special education teacher to ensure student access to general education content. ○ Collaborates with special education teacher for assignments and grades for general education curricular standards 	<ul style="list-style-type: none"> ● Provides direct specially designed instruction that aligns with the Iowa Core. <ul style="list-style-type: none"> ○ Monitors the learner’s progress on IEP goals. ○ Engages in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core. ○ Collaborates with general education teacher to determine necessary accommodations and/or modifications to enable access ○ Coordinates and shares available special education resources. ○ Collaboratively provides and oversees the provision of SDI and goal progress within skill areas and instructional activities

ACCESS Programs

The ACCESS Program provides transition support to participating Area Nine School Districts for students with IEPs enrolling in classes at any of the Eastern Iowa Community Colleges (Clinton, Muscatine, Scott). ACCESS can assist districts by participating in the transition planning process with the IEP team, providing information about EICCD programs and related career options, helping students connect with college and community services, providing one-on-one assistance to students as they work toward IEP goals, and preparing students to transition to independence in college and/or the workforce.

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


Caseloads will be tentatively set in the spring for the following year by building administrators, in conjunction with the AEA, and will be brought to special education PLC teams for review and/or revision. *Caseloads may be modified based on summer registration and actual fall enrollments.* Caseloads will be reviewed by semester, if needed, due to service and/or enrollment changes.

Early Childhood: The school district will meet the NAEYC Preschool Program Standards, regarding maximum class size and teacher-child ratios. Each classroom will reserve a minimum of 5 seats for students who qualify for special education services.

In determining PK- 12 teacher caseloads, the Columbus 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. The initial numbers will be determined by the Weighted Enrollment Matrix completed by the AEA with additional factors as listed below;

- The Weighted Enrollment Matrix assigns a weighting for each student based on the intensity of services provided to that student. The categories used for weighting include; Curriculum Modifications, Specially Designed Instruction (*related to All Goal Areas Regardless of the Setting*), Support for School Personnel, LRE Efforts (*Least Restrictive Environment*), and Supplementary Aids and Services/Specialized Transportation.

 [ECSEWeightedMatrix29Sep2016.pdf](#)

- Preschool teacher caseloads (ages 3-5) will meet the criteria of the NAEYC Preschool Program Standards regarding maximum class size and teacher-child ratio:  [NAEYC Staff to child ratio.pdf](#)

 [K12 Weighted Matrix 29Sep2016 FILLABLE \(2\).pdf](#)

Level One Students = One Caseload Point
Level Two Students = Two Caseload Points
Level Three Students = Three Caseload Points
<u>Additional Areas :</u> FBA/BIP = 1 point Safety Plan/ Physical needs = 1 point Alt Assessment = 1 point
Based on this System, the recommended caseload range for a teacher is 18-30 points. In some cases, caseload numbers may exceed recommended limits, provided that doing so does not compromise the teacher’s ability to deliver the services and supports outlined in each student’s Individualized Education Program (IEP).

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

Caseloads will be monitored and reviewed as needed during Columbus special education team meetings. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload exceeds the 30-point limit.
- When the teacher, parent, administrator, or AEA personnel express a concern about the ability of the teacher to effectively perform the essential functions of the job due to the teacher's caseload.

PROCEDURAL STEPS TO RESOLVE CONCERNS

1. Informal problem solving strategies in relation to caseload concerns will be explored. This may include, but not limited to, schedule adjustments, change of responsibility teacher, program support, and other building level options.
2. If the concern is not resolved satisfactorily with informal problem solving, a **Caseload Review Request form**, found in the appendix, will be completed and submitted to the Special Education Director.
3. The Special Education Director and teacher will review and discuss the Caseload Review Request Form within ten (10) school days. Attempts to resolve the concern will be documented with minutes of the meeting kept. Columbus encourages a team approach to resolve the concern, possibly involving the AEA, general education teachers, other special education teachers, other principals, associates, etc.
4. Within ten (10) school days, the Special Education Director will review the request with the building's team members. A written recommendation will be provided within seven (7) school days of the meeting.
5. Upon receipt of the Superintendent's recommendation, the teacher and team members will:
 - Accept and implement the Superintendent's recommendation OR
 - Appeal in writing to the AEA Director of Special Education.
6. The AEA Director/designee will meet with the personnel involved and will provide a written final decision within ten (10) school days.

Question 5: What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

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

Building: Building administration and special education teachers will annually review

performance and progress in the areas of reading and math for both individual students and the IEP subgroup when compared to non-IEP students. District-wide data may include (but is not limited to) Iowa Assessments, FAST/IGDIs, Teaching Strategies GOLD (Early Childhood), etc.

District: IEP subgroup data will be reviewed annually by the district's leadership team(s). IEP student data will also be disaggregated and examined by school level (elementary, junior and senior high). If the district meets the requirements for the state performance plan, 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 to revisit the District Developed Service Delivery Plan.

District Developed Special Education Service Delivery Plan 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 aged 3 to 21, and shall provide for the following:

1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
2. 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.
3. 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.
4. 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 the school board **has approved** the development of the plan for creating a system for delivering specially designed instructional services.

The district assures that prior to the school board adoption, this delivery system was **available for comment by the general public.**

The district assures the delivery system plan 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 is in compliance with the Iowa Administrative Rules of Special Education.

The district assures the Columbus school board has approved the service delivery plan for implementation.

Caseload Review Request Form

Name: _____

Date: _____

Briefly describe the concern:

List the attempts taken to resolve concern. Please attach supporting documents as appropriate.

List the team members you would like involved in this Caseload Review Process.

Requesting a Caseload Review

- Complete this form and submit to building administrator
- Attach copy of Teacher Caseload Report
- The person requesting the review is responsible for gathering all relevant information to support the request. This information might include, but is not limited to:

Roster exceeds point maximum Schedule and instructional groupings Collaborative/co-teaching assignments Number of buildings

Number of IEPs Intensity of services documented in the IEPs Age span of students Time needed for collaboration

Amount of direct instructional contact time with students Amount of time required in supervision of associates

The Special Education Director and the teacher will review and discuss the Caseload Review Request Form within 10 school days. Attempts to resolve the concern will be documented. Columbus encourages a team approach to resolving concerns, possibly using the AEA, principals, general education teachers, special education teachers, associates, etc.

Superintendent Response Sheet

Date:

Concern:

Notes/Review of facts:

Decision: