



Special Education Service Delivery Plan

Revised – Spring 2024

Moravia Community School District

Special Education Service Delivery

Plan Reviewed - Spring 2024



Committee Members who assisted in the review of the District Developed Service Delivery Plan from March through May of 2024 were:

Sam Swenson - PreK-5 Principal/Superintendent

Kevin Cochran 6-12 Principal

Cassie Gee - Elementary Special Education Teacher

Sonja Carson - Elementary/Secondary Special Education Teacher

Meaghan VanBogaert - Secondary Special Education Teacher

Melissa Thomas - Elementary Teacher

Josie Vandermark - parent

Andrea Scott - parent

Maranda Leadon - parent

Amber Lennie - parent

Alan Schwarte - Great Prairie AEA Regional Director



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

The delivery system was developed in accordance with the Iowa Administrative Code rule 41.408 (2) "c". First, elementary and secondary special education teachers met to review their current system and suggest improvements. The school board approved the committee members for the Special Education Service Delivery Plan. An updated draft of the delivery system was designed. The group of individuals who provided input in developing the system included the district's school improvement advisory council including parents of eligible individuals, special education teachers and general education teachers, administrators and area education agency staff.

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

Continuum of Services

General Education with consultation - The student is served in the general education classroom with few accommodations and/or modifications to the curriculum, instruction, testing or grading. The special education teacher 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 with consultation and support from the special education teacher and with accommodations and/or modifications as needed. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP along with any other specified strategies, equipment or school staff. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations and/or modifications. The special education teacher is responsible for monitoring the student's progress on IEP goals.

In collaboration with the general education teacher on dual responsibility.

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 setting. The special education teacher, support service provider will be in the general education classroom as needed to provide direct instruction, instructional support, or other assistance to the student (or a 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. A paraprofessional, or other trained school staff, may also provide assistance to the student(s).

In collaboration with the general education teacher on dual responsibility.

General Education with direct special education support outside the general education classroom – The student receives special education support for the general education core content standards 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 that he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and/or alternative educational setting). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

In collaboration with the general education teacher on dual responsibility.

Regular Early Childhood Program - Students who are eligible for special education services in preschool are served in a regular early childhood program. 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 pre-kindergarten and early childhood general and special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in each student's IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to each IEP.

The Moravia school district will provide access to this services within this continuum for all eligible individuals from ages 3 through 21, based on their IEP. The preschool programming aligns with the Iowa Quality Preschool Program Standards.

Additional Services – 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 contractual agreement with other districts and/or agencies.

Set example for each program

Accommodations vs. Modifications

- **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 expectations 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.

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

The Moravia Community Preschool implements the Iowa Quality Preschool Program Standards and provides instructional services to eligible preschool children within the regular early childhood program within the district. The preschool program has a maximum class size of 20 and the teacher-child ratio is 1:10 for the class. Children between the ages of 2.9 years and 3 years may be enrolled in the preschool class if they are deemed to be eligible for special education services that are to be provided by the district Preschool Staff.

Teacher caseloads should not exceed a point value of **100 points or a maximum of 18 students** without further caseload review.

Teacher Caseload Review Procedures

A scheduled review of special education teachers caseloads will be conducted by the building principal/special education director and special education teachers as follows:

1. Within the first 15 student days of the academic school year;
2. Within the first 15 student days of the academic school year's 2nd Semester; and
3. by the end of the academic calendar year of the school year to plan for the following school year.

Special education teachers and principals will review the special education teacher(s) rosters (according to the schedule listed in the above paragraph) to determine if the roster(s) are within the suggested guidelines of this plan. The caseload review process should not exceed ten days.

Caseload Determination

Caseloads will be tentatively set before the end of each academic school year for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice



(according to the schedule listed in the above paragraph) during the school year by district special education teachers with their building principal.

In determining teacher caseloads, the Moravia Community School District will use the following values to assign points to the classrooms of each eligible individuals receiving a special education instructional program provided by the district.

A teacher may be assigned a caseload with no more than **100 points or a maximum of 18 students** total points. This caseload limit may be exceeded by no more than 10% for a period of no more than nine academic weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in his or her student's IEPs.

Teachers will fill out a caseload rubric including the following categories. The point value will be determined by the total cumulative points for each IEP student as determined by each of the seven areas listed immediately below:

Curriculum

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

One Point: Student requires limited modifications to the general curriculum.

Two Points: Student requires significant modifications to the general curriculum.

Three Points: Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

IEP Goals

Zero Points: Student has IEP goals instructed by another teacher or service provider. **One Point:** Student has 1-2 IEP goals.

Two Points: Student has 3 IEP goals.

Three Points: Student has 4 or more IEP goals.



Specially Designed Instruction

Zero Points: Student requires no specially designed instruction

One Point: 25% or less of instruction is specially designed and/or delivered by special education personnel

Two Points: 26-75% or less of instruction is specially designed and/or delivered by special education personnel

Three Points: 76-100% of instruction is specially designed and/or delivered by special education personnel

Joint Planning and Consultation

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

One Point: Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month

Two Points: Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month

Three Points: Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals 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



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

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

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

Behavior Intervention Plan

Zero Points: Student requires no FBA or BIP

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

Two Points: Requires 2 to 4 hours monthly for assessing, behavior monitoring, planning, data collection and communication with others

Three Points: Requires more than 4 hours monthly for assessing, behavior monitoring, planning, data collection and communication with others

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

Resolving Concerns About Caseload Balance

Upon review of a special education teacher's roster, if there appears to be an overload, the teacher may request in writing to the principal a caseload review. The principal will arrange a Caseload Assistance Team (CAT) meeting to address the concern. The CAT will be comprised of a general education teacher, special education teacher (other than the teacher requesting the review), a building administrator, and/or the AEA Regional Director. The CAT will review the caseload request and make recommendations as to whether there is a need for adjustments to a teacher's caseload.



At any time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must address the caseload issue and/or assemble the CAT within five working days. A resolution and written decision must be made available to the teacher within five working days after the CAT meeting.

If a caseload review reveals a concern, the teacher will notify the building administrator. The following factors will be taken into consideration as part of a caseload review:

1. Students per period
2. Span of grade levels per period
3. Student behaviors
4. Number of general education subjects supported
5. Students' abilities to work together
6. Number of paraprofessionals assigned to students or within the classroom
7. The paraprofessional's role in the classroom
8. Developmental needs of students
9. Student assistance outside of the school facility (example: Work Experience)
10. Special Education Teacher shared with another district

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The district will examine their State Performance Plan and Annual Progress Report data to determine priorities and develop an action plan. If the district does not meet requirements, the district will work in collaboration with the State and AEA.

