

**District Developed Special Education Service Delivery Plan
Cherokee Community School District
Public Comment Draft**

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. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

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Comments must be received by (date): Friday, January 16, 2026

Plan (Each answer must be limited 6000 characters, including spaces)

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

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 at least one representative of the AEA.

Parents: Margie Mesler and Lynn Younie

Special education teacher: Alanna Fuller, Benjamin Mauritz

General Education teacher: Veranda Mulligan, Jen Cook, Abby James

Administrators: Tom Ryherd, Brian Christiansen, Krista Miller, Matt Malausky

AEA representative: Cathy Heizelman and Rebecca Mosbach

2. How will services be organized and provided to eligible individuals?

Continuum of Services

This Special Education Delivery Model facilitates Special Education being a fluid array of services within the context of a well-functioning General Education Multi-Tiered System of Supports. It is important to note that this does not supplant general education core curriculum and instruction.

- **General Education** - Instruction all students receive
- **General Education with Consultation** - Instruction with additional consultative support of Special Education Instructional and/or Related Services expert
- **General Education with Collaboration** - Instruction with the additional collaborative support of a Special Education Instructional and/or Related Services expert
- **General Education with Co-teaching** - Instruction where two teachers share instructional responsibility
- **General Education with Directive Support** - Specialized instruction and/or intervention in small groups or 1:1 situations

← Continuum of Services →

	General Education	General Education w/ Consultation	General Education w/ Collaboration	General Education w/ Co-Teaching	General Education w/ Direct Support
MTSS	A systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system by providing students with universal, targeted, and intensive supports.				
Curriculum	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core	Curriculum: Iowa Core
Instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction	Instruction: Whole and small group, and individual instruction
Assessment	Formative and summative classroom assessments, district-wide assessments, and additional student-specific data were gathered with sufficient frequency to inform instruction across the Iowa Core				
Environmental Supports	The student's educational environment naturally supports and maximizes opportunities for access and engagement <ul style="list-style-type: none"> • Address appropriate accommodation & modifications • Consider multiple means of engagement, action, expression, and representation that are matched to the learner's need. • Provide instruction in the general education environment and removal is considered only if needed for the student to access a free and appropriate public education 				
Extra-Curricular & Co-Curricular Enriching Experiences	Student participates with supports and services to ensure that they have full access to the experience: <ul style="list-style-type: none"> • Individually as typically developing peers • With structures and supports designed by general and special educators and implemented by general educators • With structures and supports designed by general and special educators and implemented with the assistance of special education resources 				

Continuum of Services (continued)

	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-Teaching	General Education with Direct Support
Special Educator Responsibilities	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional and differentiation practices -Understanding of general education curriculum -Awareness of available resources -Engagement in regular and frequent consultation with general educators to oversee the general educator's implementation of accommodations, modifications, specially designed instruction, and data collection and analysis -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Collaboratively provide and oversee the delivery of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching) -Collaborative delivery of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Collaborative implementation of high-quality differentiation practices -Understanding of general education curriculum -Awareness of available resources -Co-plan, co-deliver, and co-assess instruction within the general education classroom -Provide and oversee the delivery of specially designed instruction and goal progress -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core 	<ul style="list-style-type: none"> -Understanding of high-quality instructional practices -Implementation of high-quality differentiation practices -Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core -Knowledge of available resources -Provide specialized instruction that aligns with the Iowa Core

Continuum of Services (continued)

	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-Teaching	General Education with Direct Support
General Educator Responsibilities	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation practices -Provisions of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation practices -Regular and frequent consultation with the special educator -Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation practices -Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted times (pre-teaching, remediation, re-teaching) -Collaborative provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<ul style="list-style-type: none"> -Co-plan, co-deliver, co-assess instruction within the general education classroom -Implementation of high-quality differentiation practices -Collaborative provision of specially designed instruction -Collaborative provision of accommodation and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core 	<ul style="list-style-type: none"> -Oversight of all general education instruction -Implementation of high-quality differentiation practices -Provision of accommodations and modifications needed to enable access -Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions of the Iowa Core

Preschool Educators hold dual endorsements to provide both general education and special education instruction for students PK-grade 3 Provide a high-quality inclusive preschool program that adheres to Iowa Quality Preschool Program Standards (IQPPS) **General Education Instruction: Oversight of all general education instruction using Iowa Early Learning Standards, implementation of high-quality differentiation practices and implementation of accommodations and modifications needed to enable access **Special Education Instruction:** Understanding of high-quality instructional practices for the delivery of specially designed instruction within specific skill areas and instructional activities in collaboration with support service providers.*

	General Education	General Education with Consultation	General Education with Collaboration	General Education with Co-Teaching	General Education with Direct Support
Resources	<p>Students have equitable access to resources and have the support to effectively use those resources:</p> <ul style="list-style-type: none"> • Individually as typically developing peers and implemented by general educators • Similar resources as available to general education peers, collaboratively designed and implemented by general and special educators • Specialized resources unique to student needs, designed by special educators, and implemented by general and special education response to the guidance provided in the Iowa SDI Framework <p>Educators have access to resources necessary to design and deliver effective instruction:</p> <ul style="list-style-type: none"> • Coaching support is available from LEA and AEA general education and special education support staff • Time is allocated for consultation and collaboration necessary to individualize student service throughout the day • Time is allocated for professional learning experiences related to effective instructional practice • Teachers will have access to resources and support to diagnose, design, and deliver effective Specially Designed Instruction using the Iowa SDI Framework and SDI Framework: Secondary Transition 				

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. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year (the end of the first and third quarters) by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, the School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

A teacher may be assigned a caseload with a range of 125-130 total points. This caseload limit may be exceeded by no more than 10% for a period of no more than six 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 IEP's.

Caseload Determination

	Curriculum	IEP Goals	Specially Designed Instruction	Joint Planning & Consultation	Para 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 what is provided for all students.	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 goal	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with one general education teacher or para over the course of each month. up to 30 minutes/week	Additional individual adult support is needed for 25% or less of the school day	AT requires limited teacher-provided individualization 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 2 goals	26-75% or less of instruction is specially designed or delivered by special education personnel	Special education teacher conducts joint planning with 2 to 3 general education teachers or paras over the course of each month. 31-60 minutes/week	Additional individual adult support is needed from 26-75% of the school day	AT requires extensive teacher-provided individualization or training for the student	Requires 2-4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level	Student has 3 or more IEP goals	76-100% of instruction is specially	Special education teachers conduct joint planning with	Additional individual adult support is	AT requires extensive teacher-provided	Requires more than 4 hours for assessing

	curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress		designed or delivered by special education personnel	more than 3 general education teachers or paras over the course of each month. 60 or more minutes/ week	needed from 76-100% of the school day	individualization or training for the student. Significant maintenance or upgrades are anticipated	planning, data collection and communication with others
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4. What procedures will a special education teacher use to resolve caseload concerns?

The review of teacher caseloads will be conducted by the special education chairperson of each building. The building level caseload monitoring committee consisting of the principal and special education teacher will meet as deemed necessary (complaints, exceeding point totals, etc.).

The purpose of the meetings will be to determine whether there is a need for adjustments to be recommended to a teacher's schedule or roster, or whether the teacher could benefit from paraprofessional assistance or other types of support. A written summary of teacher caseload and points will be distributed to each committee member.

If conflicts are not resolved by the caseload monitoring committee, a written summary outlining the specific caseload determination of points and possible resolution ideas will be submitted to the superintendent. Within seven days, the committee will reconvene with the superintendent to finalize a resolution. A written summary of resolution ideas will be kept on file in the district office.

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/Annual Progress Report (SPP/APR) data to determine priorities and develop an action plan. If the district meets SPP/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 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 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 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 school board has approved the service delivery plan for implementation.