



CENTRAL DEWITT
COMMUNITY SCHOOL DISTRICT

**District Developed
Service Delivery Plan
For Special
Education 2025-2030**

**District Developed Special Education Service Delivery Plan
Central DeWitt Community School District**

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, a general education teacher, administrators, and representatives of the AEA. Committee members included:

Committee Member	Role
Stephanie Bennett	Parent
Janet Nicholas	Parent
Ben Nicholas	Parent
Lisa Heston	Parent
Tina Summers	Parent
Olivia Wilhelm	Special Education Teacher
Melissa Hansen	Special Education Teacher
Tara Michel	Special Education Teacher
Hannah Herington	General Education Teacher
Molly Reedy	General Education Teacher
Kayleen Griep	General Education Teacher
Mike Miller	Ekstrand Principal
Spencer Lueders	Intermediate Principal
Pam Hayes	Middle School Principal
Mark Bloom	High School Principal
Bill Petsche	Director of Curriculum & Instruction
Susan Downs	MBAEA District Support Administrator

Overview of Steps in Completing this Service Delivery Plan:

Step 1: The District identified individuals to be on the committee to review the Service Delivery Plan.

Step 2: The committee met 2 times (4/22/25 & 5/6/25) to consider modifications to the plan prior to posting for public comment.

Step 3: The plan was available for public comment from May 21 to June 6.

Step 4: The committee considered the public comments.

Step 5: The AEA Special Education Director verified the plan is in compliance with Administrative Code.

Step 6: The plan was submitted to the District's school board on June 16, 2025 for approval.

Step 7: The plan was entered and certified in the C-Plan June, 2025.

Step 8: The plan is reviewed following the above steps every 5 years.

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

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

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 teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. 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.

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.

Pull-Out Services: Pull-Out 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 to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

Special Class: Special 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 to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

“Reverse” Consultation

In a very small number of cases, districts can allow "reverse" consultation through which the special education teacher provides the instruction in the core content area and has regular and frequent consultation with the core content endorsed teacher. Reverse consultation is appropriate only for those students who have significant cognitive and/or behavioral disabilities. (See Iowa Department of Education document entitled “Reverse Consultation.”) In the model, the core content endorsed teacher must assign the grade to the student (ideally the special education teacher contributes to the grading decision). The curriculum is considered under the supervision of the content endorsed teacher with the special education teacher responsible for IEP progress and appropriate instructional strategies. The core content endorsed teacher must appear on the report card or some other form of documentation. The special education teacher must be thoroughly familiar with the strategies and assessments being used by the core content endorsed teacher and integrate them as much as possible into the instruction.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher—Prekindergarten through grade three, including special education). 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 prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP. The district's regular early childhood program and early childhood special education programs meet National Association of Education of Young Children accreditation and they also meet Iowa Quality Preschool Program Standards.

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 contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3-21

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

Preschool Caseload Determination:

Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program Standards being implemented (QPPS and/or NAEYC) regarding maximum class size and teacher-child ratios.

K-12 Caseload Determination:

The CDCSD Administrative Team will use this information when determining K12 teacher assignments for new students and staffing recommendations. ([Caseload Determination Worksheet](#))

Caseload Determination K12

When answering these questions, you should be answering for the students that are on your ACHIEVE roster only. (i.e. the students that you are the Case Manager for)

1. _____ How many IEP students are on your ACHIEVE roster? (does not include off-site students)

2. _____ How many students are receiving specially designed instruction (as stated in the student's IEP) in each category below?

- _____ Up to 2 hours per day
- _____ Between 2 and 5 hours per day _____ x 1.50
- _____ More than 5 hours per day _____ x 2.00

3. _____ How many teachers do you co-teach with OR how many grade levels do you collaborate with (choose the higher number)?

Choose the highest number of:

- The number of teachers you co-teach with.
- The number of grade levels you collaborate with.
- The number of special education teachers you collaborate with.

4. _____ How many students on your roster will have a 3-year re-evaluation this year?
_____ x .25

5. _____ How many students on your ACHIEVE roster are dependent upon an adult for their physical/daily living skills needs?

6. _____ How many students on your ACHIEVE roster have a Behavior Intervention Plan (BIP)?

7. _____ How many students utilize assistive technology requiring extensive teacher/para provided individualization, training and support for the student?

8. _____ For what number of students will you provide planning, supervision and support to engage in work-based learning experiences?

9. _____ How many students do you serve off-site? (homebound instruction, Partnership School, regular home visits, hospitalized, etc.) _____ x .25

10. How many student have **3 or more** of the following support services: _____ x 0.25

- Speech
- Occupational Therapy
- Physical Therapy
- Assistive Technology
- Hearing Itinerant Teacher
- Vision Itinerant Teacher
- Medicaid Billable Services
- Specialized Transportation Services
- Alternative Assessment
- Adaptive/Modified Specials Classes

TOTAL _____

4. **What procedures will a special education teacher use to resolve caseload concerns?**

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or 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 by 10% for a period of 9 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 an individual's principal/supervisor
- The CDS Administrative Team will serve as the district-wide review team in collaboration with the building principal/supervisor and staff member(s) requesting a review
- 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
 - Number of grade levels served
 - Number of buildings

PROCEDURAL STEPS

- Informal problem solving strategies in relation to caseload concerns have been exhausted.
- A written request for caseload review is submitted to the individual's principal/supervisor.
- The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
- If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the District Administrative Team for review.
- Within 15 working days, the Administrative Team will review the request and give a recommendation to the individual's principal/supervisor.
- Upon receipt of the Administrative Team's recommendation, the principal will review the information and discuss it with the individual.
- Within 10 working days, the principal will meet with the individual and provide a written determination.
- If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
- The AEA Director/designee will meet with personnel involved and will provide a written decision.

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 Annual Yearly Progress (AYP) data to determine priorities and develop an action plan. If the district meets Annual Yearly Progress (AYP) requirements, the delivery system will be considered effective. If the district does not meet Annual Yearly Progress (AYP) requirements, a committee will be developed to analyze and evaluate in order to determine next steps.

Annual Yearly Progress data will include, but is not limited to:

- Standardized Assessments - ISASP, DLM, FAST, etc...
- Progress Monitoring Data
- Transition Plan Experiences
- Students that are exited from their IEP's

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.

Updated June 2025