



**LEWIS CENTRAL COMMUNITY SCHOOL DISTRICT**

**District Special Education  
Service Delivery Plan**

**June 2026**

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**INSPIRING EXCELLENCE**

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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(s) "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 Green Hills Area Education Agency (AEA).

The content requirement of the District Developed Plans will be met through a set of five questions and a series of assurances:

1. What process was used to develop the special education delivery system for eligible individuals?
2. How will services be organized and provided to eligible individuals?
3. How will caseloads of special education teachers be determined and regularly monitored?
4. What procedures will a special education teacher use to resolve caseload concerns?
5. How will the delivery system for eligible individuals meet the targets identified in the states performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery for eligible individuals?

On May 5, 2026, a committee of individuals, including parents, special education teachers, general education teachers, Green Hills AEA representatives, and administrators, met to review the district's current District Developed Service Delivery plan (DDSDP). The committee created a draft of the new DDSDP. The draft was made available to district staff, as well as the public for comment. The committee reviewed any additional comments and considered all input before finalizing the plan. The plan was then submitted to Green Hills AEA for review and verification before being submitted to the Lewis Central Board of Education for final approval.

### Overview of steps in completing the DDSDP

1. A committee is selected to collaboratively participate in the review and revision of the plan.
2. The committee reviews the current plan, considers all input from the group, and makes any amendments or revisions.
3. The draft plan is available to the district for review and comment
4. The draft plan is available for public comment
5. All input is reviewed and considered by the committee
6. Plan is available for the committee to review and approve
7. The Green Hills AEA Special Education Director verifies the compliance requirements of the plan
8. The Lewis Central Board of Education approves the plan prior to adoption.
9. The plan will be reviewed in accordance with the five-year accreditation cycle or earlier if required by the state.

Committee Member	Role	DDSDP Review	DDSDP Adoption
Breanna Hill	Parent	March, 2009	Initial Adoption - April, 2009
Laura Conaway	Parent	August, 2010	Re-Adoption - September, 2010
Ann Biederman	Parent	September, 2015	Re-Adoption - October, 2015
Mykah Taylor	Parent	October, 2020	
Chelsie Lukavsky	Parent	June, 2021	Re-Adoption - June, 2021
Susan Drustrup	General Education Teacher	May 5, 2026	
Crysta Quail	General Education Teacher	May 12, 2026	Re-Adoption - June, 2026
Laurie Kamrad	General Education Teacher		
Traci Meyer	Special Education Teacher		
Abby Harms	Special Education Teacher		
Alyssa Didamo	Special Education Teacher		
Angie Smith	Special Education Teacher		
Cassie Nicklen	Special Education Teacher		
Danni Finn	Special Education Teacher		
Mary Broughton	Special Education Teacher		
Maggie Miller	Special Education Teacher		
Ryan Koch	Special Education Teacher		
Desiree Jensen	Kreft Primary Principal		
Dana Barker	Titan Hill Intermediate Principal		
Mandie Reynolds	Middle School Principal		
Joe Vinchattle	High School Principal		
Jim Haver	High School Associate Principal		
Sarah Esser	AEA Building Representative		
Nicole Owen	AEA Building Representative		
Laurie Thies	District Coordinator of Special Education		

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

### **Foundational Beliefs that support a Continuum of Services:**

It is essential that all school staff believe that all students can learn and achieve at high levels. Teams must share collective responsibility for all students' learning. General and special education teachers must be involved in collaborative team meetings or Professional Learning Communities (PLC's), taking ownership of EVERY student mastering the essential standards. The Lewis Central Community School District agrees that the following beliefs provide the foundation for improving special education outcomes and Specialized Designed Instruction (SDI) for our students.

- Students receiving special education services are general education students first and always.
- Special Education services are part of, not separate from, our Multi-Tiered System of Support (MTSS) for all students.
- All students should be educated alongside their peers to the maximum extent possible.
- Highly effective special education services and outcomes are dependent on highly effective universal instruction and support through a schoolwide MTSS system.
- Effective SDI is designed through collaboration among the entire IEP team.
- Highly effective SDI flows from specific assessment information and progress monitoring data
- Grade level standards remain the target, with scaffolds and accommodations as needed to promote participation and growth, not just presence, in the Least Restrictive Environment (LRE).







## Instructional Service Delivery System K-12

Our district believes every student belongs, participates, and learns as a valued member of the school community. Supports and services are designed to help students succeed in the least restrictive environment while honoring individual strengths and needs.

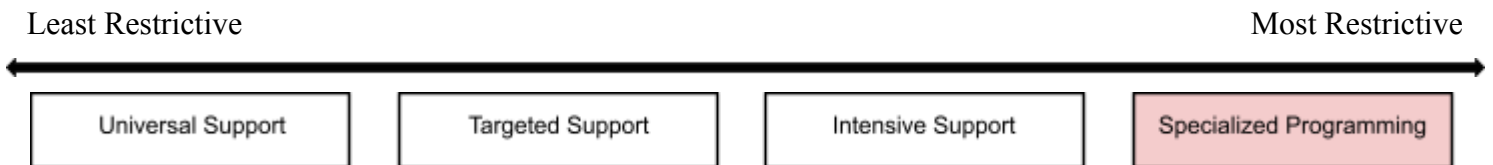
- **Specialized Programming**

A small number of students may require highly individualized programming and intensive support that cannot be provided within a traditional school setting for all or part of the day. District administrators consistently communicate with outside providers, building administrators, and special education teachers to ensure students continue to receive IEP driven services and support.

**Examples may include, but are not limited to:**

- Special schools
- Virtual learning
- Home-bound Instruction
- Special programs
- Health care setting

General Education Teacher	Special Education Teacher
<ul style="list-style-type: none"> <li>● Collaborate with special education teachers, district administrators, and families to participate in the referral and reintegration process.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with general education teachers, district administrators, and families to participate in the referral and reintegration process.</li> <li>● Ensures instruction is IEP driven and aligned to district standards.</li> <li>● Monitors the learner’s progress on IEP goals in collaboration with outside service providers.</li> </ul>



## **Instructional Service Delivery System PS (3-5)**

**Pre –School (3-5):** The district will provide access to a continuum of services for all eligible individuals based on their IEPs. Services may be provided within the district through Regular Early Childhood Programs staffed with a certified ECSE teacher. The ECSE teacher 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. Services may also be provided through Regular Early Childhood Programs staffed with a certified prekindergarten teacher. The district provides a certified ECSE teacher to monitor student IEPs in these situations. Services may also be provided through contractual agreements with other districts and/or agencies (i.e., early childhood programs in the community). The district provides a certified ECSE teacher to monitor student IEPs in these situations. Early Childhood special education and regular early childhood programs providing instructional services to children on an IEP must meet one of the following standards:

1. National Association for the Education of Young Children (NAEYC) Accreditation; or
2. Head Start Program Performance Standards; or
3. Research-based curriculum model

**General Education Pre-School:** The regular early childhood program is taught by a general education who holds a valid practitioner’s license and holds an endorsement that includes prekindergarten. Instructional services and placements for preschool children in general education involve less than 50 percent of children with disabilities.

**ECSE:** The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner’s license and holds an endorsement that includes ECSE. The ECSE teacher is responsible for monitoring the child’s progress on IEP goals. Instructional services for preschool children in early childhood special education involve no more than 50 percent of children with disabilities.

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

#### K-12

Caseloads will be tentatively set in the spring for the following school year in collaboration with special education teachers, building and district administrators. Building and district administrators will consider individual student needs, intensity of support needed, and family input. Caseloads may be modified after summer registration and actual fall enrollments and will be reviewed at the beginning of each school year. An individual teacher may request a review throughout the year, and this procedure will be addressed in question #4.

A “full” teacher caseload will be considered to be within a range identified on the included matrix. If a teacher’s caseload exceeds this number, the teacher, principal, and special education coordinator will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students’ IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students’ IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students’ IEPs, the teacher may initiate the process for resolving caseload concerns described within this plan.

#### Pre-School

The full continuum of placements providing instructional services to eligible preschool children must implement one of the three Preschool Program Standards as defined by the Iowa Department of Education. Therefore, when addressing Question #3, a district’s regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios.

The district-sponsored preschool program adheres to the NAEYC standards. In cases of students being served in “LRE Placements,” it would be expected that the NAEYC teacher-child ratios would be followed.

#### K-12 Caseload Monitoring Template

Consideration	Number of students on roster	Multiplier and Total
Number of students on roster weighted as Level 1		x1
Number of students on roster weighted as Level 2		x2
Number of students on roster weighted as Level 3		x3
Combined Total		
Recommended number of students and Range	Total number of students	Matrix Range
K-5 Total number of students and range - Strategist I	1-15	10-20
K-5 Total number of students and range - Strategist II	1-10	10-30
6-12 Total number of students and range - Strategist I	1-20	10-35
6-12 Total number of students and range - Strategist II	1-15	10-35

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

### **Resolving Caseload Concerns**

Caseloads will be reviewed at the beginning of each school year by the building principal, district special education coordinator, in collaboration with special education teachers. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- 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 submitted in writing to the building principal (e.g. email)
- The teacher requesting the review is responsible for gathering relevant information to support their request and complete the caseload matrix

#### **PROCEDURAL STEPS**

1. A written request for caseload review is submitted to the building principal
2. Current caseload status is reviewed with the special education teacher and building administrator
3. Special education teacher and building administrator would engage in problem-solving in relation to caseload concerns
4. If the caseload concerns cannot be satisfactorily resolved within 10 days, the request is then sent to the district special education coordinator
5. Within 10 working days upon receipt of the request, the building principal and district special education coordinator will review the relevant information and caseload matrix provided, as well as gather additional information and/or input as warranted. A determination will be made
6. Within 5 working days, the building principal and district special education coordinator will meet with the individual and provide a written determination
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education
8. 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?**

In order to monitor the effectiveness of special education services and supports, the district will collect and analyze information in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement

The ways of evaluating the effectiveness of the delivery system are detailed below.

**Individual**

Individual student progress on IEP goals will be reviewed on a regular and ongoing basis (typically done every 2 weeks) by the special education teachers. Upon review of the data, the special education teacher, in collaboration with others as needed, will adjust instructional services and supports when progress falls above or below the aimline (as outlined on the student's goal). The purpose of these reviews is to determine if adequate progress is being made.

**School: Aggregated by School and District**

Each school in the district will review student progress monitoring, formative, or summative evaluations approximately three times a year. The IEP subgroup performance in reading, math, and science will be reviewed and discussed by grade-level teams, which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year.

**District: Disaggregated by School Levels**

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the building and district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine its data to determine priorities and develop an action plan as needed.

## **Assurances**

The Lewis Central 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 all eligible individuals aged 3-21 and provide the following:

- The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals ages three through five receive specially designed instruction, including modification and adaptation of curriculum, instruction 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 District assures that prior to the school board adoption, this delivery system was available for comment by the general public.

The District assures this delivery system 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.