



Bettendorf Community School District Service Delivery Plan

July 1, 2026 - June 30, 2031

Table of Contents	Page
What process was used to develop the delivery system for eligible individuals?	3
How will services be organized and provided to eligible individuals?	5
How will Caseloads of special education teachers be determined and regularly monitored?	9
What procedures will a special education teacher use to resolve caseload concerns?	12
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?	14

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

In accordance with the state's guidance for the development of the Special Education Service Delivery Plan, the appointed committee met to address a set of 5 questions and to provide district assurance to support the implementation and delivery of the plan.

The delivery system was developed in accordance with the 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.

At the regular meeting on _____, the Bettendorf Community School District Board of Education approved the motion of a Special Education Instructional Service Delivery Plan that was developed by a committee comprised of the following individuals:

AEA Representative	Lorry Wilson, Mississippi Bend AEA
Administrative Advisors	Karen Allison, Executive Director of Student Services Teresa Grindle, Coordinator of Special Education Alan Hartley, Principal, Bettendorf Middle School Kory Esbaum, Principal, Herbert Hoover Elementary Heidi Burchard, Principal, Neil Armstrong Elementary Kevin Skillett, Associate Principal, Bettendorf High School Rachael Dierickx, Associate Principal, Bettendorf Middle School
General Education Teachers	Katy Wehr, Instructional Coach, Mark Twain Elementary Brock Halverson, Math Teacher, Bettendorf Middle School
Special Education Teachers	Kathy Wiklund, Grant Wood Elementary Erin Schlotfeldt, Bettendorf High School Darci Meyermann, Hoover Elementary
Special Education Teacher/Parent	Cara Kramer, Mark Twain Elementary
Additional Special Education Staff	Shannan Campbell, Special Education Facilitator Katie Vradenburg, Special Education Facilitator Sarah Waldorf, Special Education Facilitator Lucas Rollinger, Behavior Support Specialist

Further, the committee met on the following dates:

- **February 23, 2026:** Full committee met to review the previous plan, explore new options and discuss changes.
- **March 23, 2026:** Full committee met to continue revising the plan and reviewed the caseload determination process
- **April 6, 2026:** Full committee met to review revisions
- **May 4, 2026:** Submitted to the AEA for approval
- **May 8, 2026:** Received AEA approval
- _____ Posted on the BCSD Website for public comment
- _____ Presented to the School Board for approval

How will service be organized and provided to eligible individuals?

Preschool Continuum of Services

<i>Service Delivery Method</i>	<i>Definition</i>	<i>General Education Teacher Responsibilities</i>	<i>Special Education Teacher Responsibilities</i>
Regular Early Childhood Program with Teacher holding Dual Endorsements	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 special education. (Less than 50% of children with disabilities)	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.

K-12+ Continuum of Services

<i>Service Delivery Method</i>	<i>Definition</i>	<i>General Education Teacher Responsibilities</i>	<i>Special Education Teacher Responsibilities</i>
General Education with Consultation (This service is most commonly provided when a child is being considered for exit of special education services and the IEP team is determining if the student can generalize his/her skills.)	The student is served in the general education classroom or regular early childhood classroom without any accommodations or modifications to the curriculum, instruction, testing or grading.	Delivering the core grade-level curriculum Consultation with provider All supports regarding a child's behavioral intervention plan (BIP) or individualized health plan (IHP) are provided by the general education teacher.	The service provider (ie audiology, OT, PT, speech, vision) is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP. Documentation of consultation The service provider is responsible for consulting with general education teachers and monitoring the student's progress according to the IEP.

<i>Service Delivery Method</i>	<i>Definition</i>	<i>General Education Teacher Responsibilities</i>	<i>Special Education Teacher Responsibilities</i>
General Education with Consultation/ collaboration and accommodations	The student is served in the general education classroom with consultation and support from the special education teacher.	The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP.	The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The service provider is responsible for monitoring the student's progress on IEP goals.
Co-teaching / Cooperative Teaching	The student receives special education support for the general education curriculum in the general education classroom.	The general education teacher co plans with special education teacher/service provider and delivers core instruction	The special education teacher will be in the general education or program classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models including, but not limited to, collaborative or co-teaching. The special education teacher / services provider is responsible for monitoring the student's progress on IEP goals.
General education with direct special education support in the general education classroom	The student receives specially designed instruction and support for the general education curriculum within the general education classroom.	Planning and implementation of the core curriculum Ensures IEP accommodations and modifications are implemented. Differentiates instruction to meet all learners' needs.	These "push in" services are provided by a special education teacher in a general education classroom to aid the student(s) in accessing and understanding the general education curriculum. These services are provided simultaneously with the general education instruction. They differ from Co-Teaching / Cooperative Teaching in that the special education teacher enters the class for a short period of time to do "push-in" services instead of co-planning, co-teaching, and co-assessing during the entire lesson. The special education teacher is responsible for monitoring the student's progress according to the IEP.

<i>Service Delivery Method</i>	<i>Definition</i>	<i>General Education Teacher Responsibilities</i>	<i>Special Education Teacher Responsibilities</i>
General education with direct special education support outside the general education classroom.	The student receives special education services outside of the general education setting for selected services or, when necessary, for all services. If the required supports cannot be appropriately delivered within the general education environment, services may be provided in a separate setting. These settings may include, but are not limited to, special education classrooms, special schools, home instruction, or instruction in hospitals or institutions.	Provide core instruction aligned to grade-level standards. Maintain oversight of all general education instruction and implement high-quality differentiation practices. Collaborate with special education teachers to support understanding of learning progressions within the general education curriculum and the Iowa Core Standards. Ensure IEP accommodations and modifications are implemented with fidelity. Differentiate instruction to meet the diverse needs of all learners.	The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals. Collaborate with general education teacher(s) to understand progressions within the general education curriculum. Ensures IEP accommodations are implemented Provide modifications needed for participation and progression through the general education curriculum
Intensive support services with access to general education	Specially designed instructional services provided to an individual student or group of students with disabilities by a licensed special education teacher within a special education classroom	Provides access to all general education instruction. (ie: in-person, virtual) Provides accommodations/modifications needed to enable access. Ongoing communication, collaboration with special educators.	Provides direct specially designed instruction that aligns with the Iowa Core. Monitors the learners' IEP goals' progress. Implements high-quality differentiation practices. Ongoing communication, collaboration with general education teachers.

<i>Service Delivery Method</i>	<i>Definition</i>	<i>General Education Teacher Responsibilities</i>	<i>Special Education Teacher Responsibilities</i>
Intensive support services within a self-contained setting.	Direct specially designed instructional services provided to a student or group of students with disabilities by a licensed special education teacher within a special education classroom.	Consult with the Special Education teacher regarding Core Curriculum content.	Provide specially designed instruction aligned to the Iowa Core modified to meet the unique needs of the student in the self-contained setting. Monitors the learners' IEP goals' progress. Implements high-quality differentiation practices. Ongoing communication, collaboration with general education teachers.
Alternative Services and Settings	To provide FAPE to an eligible individual, an IEP team may determine placement at a special school, public or private residential program, or state institution is the appropriate placement.		The special education teacher is responsible for delivering specially designed instruction in an agreed upon location and/or virtually.

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

Caseloads will be tentatively established in the spring prior to the upcoming school year and may be adjusted based on factors such as summer registration and actual fall enrollment. To support special education teachers in monitoring their caseloads and overall workload, the Bettendorf Community School District will use a point-based system to assign values to each student with an Individualized Education Program (IEP).

The caseload determination worksheet is completed by special education teachers, with support from special education department staff as needed. Teachers will complete the worksheet at the beginning of the school year and update it as students enter or exit their caseloads. Caseloads will be continuously monitored throughout the school year. Additional documentation may be requested to accompany and verify the information submitted on the worksheet.

In determining special education caseloads, the Bettendorf Community School District will use the following values to assign points to the caseloads of each teacher in the district. The goal of the caseload determination process is to maintain a total caseload of 40 points or less per teacher to ensure a manageable workload and high-quality service delivery for students.

If a teacher's caseload exceeds 40 points, a review may be initiated. Teachers may request this review by following the district's established process for resolving caseload concerns.

[Link to the Caseload Determination Matrix](#)

Domain	0 (Minimal)	1 (Low)	2 (Moderate)	3 (High)
Curriculum	Student is functioning in the general education curriculum at a level similar to peers	Student requires accommodations to the general education curriculum	Student requires both accommodations and modifications to the general education curriculum	Student requires significant modifications and adaptations to the general education curriculum; Student is on Alternate Assessment and working on the Essential Element Standards
Number of Goals		Student has 1-2 IEP goals that are currently being monitored	Student has 3 IEP goals that are currently being monitored	Student has 4 or more IEP goals that are currently being monitored
% of time in Special Education	Student is receiving all services in the general education environment	Student is in the special education environment from 1% to 20% of their day	Student is in the special education environment from 21% to 60% of their day	Student is in the special education environment from 61% to 100% of their day
Adult Support (Para)	Student does NOT require any para support throughout their day	Student requires para support for 100 minutes or less of their day.	Student requires para support for 101-300 minutes of their day.	Student requires para support for more than 301 minutes of their day.
Assistive Technology	Student requires no AT beyond what is offered to all students			Student requires any amount of AT to access the general or special education curriculum
FBA/BIP	Student does NOT have a BIP			Student does have a BIP

Teacher Name:

School:

Date:

Score	Intensity Level	Points Per Student
0 – 5	Low	1
6 – 11	Moderate	1.5
12 – 18	High	2

Total Caseload Score
0

Directions: Use the “Teacher Rubric” to help guide your response for each student. Select from the dropdown menu. It will calculate the score automatically under the “Score” column. Looking at the Intensity Level Rating scale, use the drop down menu under “Intensity Level” to choose low, moderate, or high. Depending on the intensity level chosen, you will need to assign a point amount. This can be found on the Intensity Level Rating Scale. Type this amount in the “Total Student Points” column. Once you have completed this for each student, scroll down to complete the “Teacher Workload Intensity” section

Student Intensity									
Student Name	Curriculum	Number of Goals	% of Time in Special Education	Adult Support (Para)	Assistive Technology	FBA/BIP	Score	Intensity Level	Total Student Points
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
	▼	▼	▼	▼	▼	▼	0	▼	
					Total Student Intensity Score:				0

Directions: Answer each question and type your response in the “Number of Students” column.

Teacher Workload Intensity	Number of Students	Weighting	Score
Number of students on your roster:		x 1.0	0
Number of students requiring transition planning (students age 14+)		x .5	0
How many students require administration of the Iowa Alternate Assessment (DLM and ELAA)?		x 1.0	0
How many classes (separate) do you coteach?		x .5	0
On a regularly scheduled basis, with how many professionals do you consult with as documented as a service or activity (e.g., SLP, OT, PT, Vision, Deaf/Hard of Hearing, Mobility, Health/Nursing services, Other)?		x .5	0
How many students on your roster are currently being billed for Medicaid?		x .5	0
How many students on your roster are dependent upon an aide for their physical needs as identified in an individual health plan (i.e., intensive support level only - toileting, feeding, mobility needs)?		x .5	0
Total Teacher Workload Intensity Score:			

Goal: The goal of the caseload determination process is to maintain a total caseload of fewer than 40 points per teacher.

If a teacher's total caseload score (Student Intensity Score + Teacher Workload Intensity Score) is 40 points or more, a review may be initiated. Teachers may request this review by following the district's established process for resolving caseload concerns.

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

Special education caseloads are continuously monitored throughout the school year by the Executive Director of Student Services, Special Education Coordinator, building administrators, and special education teachers.

Teachers will complete the Caseload Determination Worksheet at the beginning of the school year and update it as students enter or exit their caseload. Additional documentation may be requested to verify submitted information.

If a teacher has concerns regarding caseload or workload, the following process may be initiated:

1. Informal Review

The teacher will meet with the building Principal within ten (10) working days of the request to discuss concerns. The meeting is solution-focused, and the Principal will document the discussion. The teacher will provide relevant data (e.g., IEPs, schedule, caseload worksheet, service responsibilities).

2. Written Notice

If concerns persist, the teacher will submit a written notice within five (5) working days outlining the concern and a proposed resolution.

3. Building Review Committee

Within ten (10) working days, the Principal will convene a review committee (Principal, teacher, and others as appropriate, such as a colleague or Mississippi Bend Area Education Agency staff). The team will review data, resources, and service delivery. A written response will be provided within five (5) working days.

4. Appeal to Central Office

If unresolved, the teacher may submit a written appeal within five (5) working days. The Executive Director of Student Services and/or Special Education Coordinator will review the concern and meet with the teacher and Principal within ten (10) working days. A written determination will be provided.

5. Final Determination

If needed, the Executive Director of Student Services, in collaboration with the Special Education Coordinator, will issue a final written decision within five (5) working days.

ONGOING MONITORING



Teachers complete the Caseload Determination Worksheet at the start of the school year.

Teachers update the worksheet as students enter or exit their caseload.

Caseloads are continuously monitored throughout the year by:



Executive Director
of Student Services



Special Education
Coordinator



Building
Administrators

Additional documentation may be requested to verify worksheet data.

CASELOAD CONCERN PROCESS

**STEP
1**



Informal Review (Building Level)

Teacher meets with Principal to discuss concerns. Discussion is solution-focused. Teacher provides supporting data. Principal documents concerns and possible solutions.



If concern is resolved
→ Process ends



If not resolved
→ Move to
Step 2

**STEP
2**



Written Notice of Concern

Teacher submits written concern to Principal including the specific issue and proposed solution.

**STEP
3**



Review Committee (Building Level)

Principal convenes a review committee to review data, resources, and service delivery needs and identify possible solutions. Written response provided to teacher and Executive Director of Student Services.



If resolved
→ Process ends



If not resolved
→ Move to
Step 4

**STEP
4**



Appeal to Executive Director of Student Services

Teacher submits a written appeal including the concern, prior solutions, and supporting data.

**STEP
5**



Central Office Review

Executive Director of Student Services and Coordinator of Special Education meet with the teacher and Principal. A written determination is provided to the teacher and Principal.



If resolved
→ Process ends



If not resolved
→ Move to
Step 6

**STEP
6**



Final Appeal to Central Administration

Teacher submits a final written appeal to the Executive Director of Student Services and Coordinator of Special Education. Final decision issued within 5 working days. Shared with all parties. Decision is final.



FINAL DECISION

Decision is final.
Shared with all
parties.

**How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and 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 ensure that its service delivery system supports progress toward the targets identified in the State Performance Plan (SPP) and the Local Education Agency (LEA) determination by engaging in ongoing data review and continuous improvement practices. The district will regularly analyze multiple data sources, including ESSA indicators and IDEA Differentiated Accountability (IDEA-DA) data, to identify areas of strength and need.

Based on this analysis, the district will establish priorities and develop targeted action plans to improve outcomes for eligible individuals. If data or the state's determination indicate a need for improvement, the district will review and revise its District Developed Service Delivery Plan to ensure alignment with identified goals and desired outcomes. When needed, the district will collaborate with the Iowa Department of Education and the Area Education Agency (AEA) to implement improvement strategies and ensure compliance.

The effectiveness of the delivery system will be evaluated through ongoing monitoring of student outcomes, compliance indicators, and progress toward ESSA and IDEA targets. A delivery system will be considered effective when the district meets state and federal requirements and demonstrates positive outcomes for students. If targets are not met, the district will engage in a continuous improvement cycle that includes data analysis, planning, implementation, and evaluation.

Assurances:

The district assures that it provides a comprehensive system for delivering instructional services through a full continuum of placements and supports to meet the needs of eligible individuals ages 3 through 21. This system includes:

1. The provision of accommodations and modifications within the general education environment and program, including for children ages 3 through 5 receiving specially designed instruction, with appropriate adaptations to curriculum, instructional strategies, and materials.
2. The delivery of specially designed instruction and related services through collaborative efforts between special education and general education teachers within the general education setting.
3. The provision of specially designed instruction by a special education teacher, delivered within the general education classroom or in alternative settings, including consultation and support for general education staff.

4. The organization of specially designed instruction for eligible individuals with similar instructional needs, based on the type of curriculum, instruction, and intensity of supports required.

The district further assures that:

- The service delivery plan has been approved by the school board.
- The plan was made available for public comment prior to adoption.
- The plan was developed by a representative committee including parents, general and special education teachers, administrators, and an AEA representative.
- The AEA Special Education Director has verified that the plan complies with Iowa Administrative Rules of Special Education.
- The school board has approved the plan for implementation.