



Cedar Rapids Community School District

Every Learner. Future Ready.

District Developed Service Delivery Plan For Special Education

A comprehensive plan outlining a full continuum of services
Designed to address the needs of learners with disabilities

May 2024

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How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan and address needs identified by the state in any determination made under Chapter 14? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Assurances

What process was used to develop the service 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 a representative from Grant Wood Area Education Agency.

The District Developed Service Delivery Plan was approved by the Cedar Rapids Community School District Board of Education on XXXXXX and by Grant Wood Area Education Agency on XXXXX. The Plan will be shared with special education teachers, general education teachers, and district administrators via an email communication from the Executive Director of Special Services. It will also be shared with all other parents and community stakeholders by posting the plan on the district website.

Overview of Steps in Completing this Service Delivery Plan:

- Step 1: The district selects the committee.
- Step 2: The committee reviews and analyzes data and develops the plan.
- Step 3: The plan is available for public comment.
- Step 4: The AEA Special Education Director verifies compliance.
- Step 5: The district school board approves the plan prior to adoption.
- Step 6: The plan is entered and certified in the C-Plan.
- Step 7: The plan is reviewed in connection with the 5-year accreditation

Committee Members

Parents of Students with Special Needs:

Amanda Adel
Amber Sebastian
Janice Russ

Special Education Teachers:

Laura Manjooran
Ellen Wiedenman
Carmen Banwart
Nicole Shaw
Dr. Jenny Johnson
Vincenza McElmeel

General Education Teachers:

Angela Litts

District Administrators:

Sarah Kruse, Executive Director for Special Services
Ryals Parker, Associate Director for Special Services
Dawn Embretson, Associate Director for Special Services
Anne Faber, Associate Director of Special Services
Gary Hatfield
Darius Ballard
Joslin Hanna
Tara Troester
Chad Szabo
Monica Frey

Grant Wood Area Education Agency:

Danielle Donnelly, Regional Administrator
Katie Gavin, Regional Administrator

Question 3

How will the services be organized and provided to eligible individuals?

The purpose of this question is to describe how the district will provide special education instructional services. Districts must include the full continuum of services and placements for eligible individuals from age 3 to 21, including preschool. When describing services for preschool children, the district must adhere to federal data reporting definitions of settings for preschool.

Continuum of Services

General Education with Consultation Definition	General Education Teacher Roles and Responsibilities	Special Education Teacher Roles and Responsibilities
<p>In the general education classroom, the learner receives support and consultation from the special education teacher, who serves in a consultative capacity to the general education teacher responsible for collaboratively designed instruction. This model enables the special education teacher to collaborate with multiple general education teachers without physically being present in the same classroom simultaneously. Consultation involves indirect services provided by a certified special education teacher to adjust the learning environment and instructional methods, utilizing high-quality differentiation</p>	<ul style="list-style-type: none"> ● Oversee all general education instruction ● Implement high quality differentiation practices ● Deliver collaboratively designed content ● Instruction in the general education class ● Including assessments and progress reporting measures ● Provide specially designed instruction“ Accommodations” and modifications needed to enable†access ● Consult regularly and frequently with the special educator ● Engage in ongoing 	<ul style="list-style-type: none"> ● Assist the general education teacher with the instructional design and preparation of materials application of skills in the general education setting as well as adaptations and accommodations and or modifications as outlined in the IEP indirect services ● Monitor the learner’s progress on IEP goals ● Understand high quality instructional and differentiation practices ● Aware of available resources ● Engage in regular and frequent consultation

<p>practices, and specially designed instruction, modification, or accommodation strategies to meet the individual needs of students with disabilities in the general education environment.</p>	<p>communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core</p> <ul style="list-style-type: none"> ● Regular and frequent consultation with the special educator ● Provision of specially designed instruction 	<p>with general educators to oversee the general educator’s provision of accommodations modifications SDI data collection and data analysis</p> <ul style="list-style-type: none"> ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
<p>General Education with Collaboration Definition</p>	<p>General Education Teacher Roles and Responsibilities</p>	<p>Special Education Teacher Roles and Responsibilities</p>
<p>Through collaboration, both special education and general education teachers assume shared responsibility for accommodations, modifications, and specially designed instruction within the least restrictive environment. The special education teacher integrates into the general education classroom at specific times, jointly providing specially designed instruction, accommodations, and modifications to enable student access to the general education curriculum and foster skill-building. This collaborative approach enhances the capacity of general education teachers to</p>	<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 	<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 provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation,

<p>differentiate instruction and faithfully implement individualized education programs (IEPs). Furthermore, this model facilitates the special education teacher's partnership with multiple general education teachers without requiring simultaneous physical presence in the same classroom.</p>	<p>professional learning with special educators to assist with understanding of learning progressions of the Iowa Core</p>	<p>re-teaching)</p> <ul style="list-style-type: none"> ● Collaborative provision 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
<p>General Education with Co-Teaching Definition</p>	<p>General Education Teacher Roles and Responsibilities</p>	<p>Special Education Teacher Roles and Responsibilities</p>
<p>In the general education classroom, the learner directly receives special education support through the co-teaching model, which engages both special and general educators to address content and skill requirements by providing accommodations, modifications, and specially designed instruction within the least restrictive environment. Co-teaching entails two teachers being physically present in a diverse classroom with shared and equal responsibility for instructional delivery. Specifically, the general education and special education teachers collaborate on planning, instruction, and assessment, with the special education teacher actively participating in daily</p>	<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 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"> ● 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 provision of specially designed instruction and goal progress within specific skill areas and instructional activities (pre-teaching, remediation, re-teaching), ● Collaborative provision of accommodations and

<p>instruction within the general education setting. This collaborative approach leverages the expertise of both special education and general education staff to address the diverse needs of students while ensuring access to the curriculum and promoting skill development.</p>		<p>modifications needed to enable access</p> <ul style="list-style-type: none"> ● Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
<p>General Education with Direct Supports Definition</p>	<p>General Education Teacher Roles and Responsibilities</p>	<p>Special Education Teacher Roles and Responsibilities</p>
<p>The learner receives specially designed instruction and support tailored to align with the general education curriculum. In instances where these services cannot be adequately provided within the general education environment, the learner may receive some or all necessary services in a special education or separate educational setting. This may include but is not limited to special classes, separate settings, special schools, home instruction, or instruction provided in hospitals and institutions. Additionally, in the context of general education with direct support, specialized instruction and intervention are provided either in small groups or on a one-to-one basis.</p>	<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 	<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

Additional Terms:

Accommodations refer to the supports provided to assist a student in accessing various settings, opportunities, and the general curriculum. These accommodations aim to enable the student to effectively demonstrate their learning or attainment of the learning standards in a valid manner.

Modification entails alterations made to the content and performance standards specifically tailored for students with disabilities. These modifications may involve prioritizing certain aspects or reducing the expectations of attainment regarding the learning standards to accommodate the unique needs and abilities of the student.

Early Childhood Continuum

Early Childhood SPEcial Education Program:

Licensure Special Education Teacher–Early Childhood Special Education

Teacher Responsibilities

- Provide classroom instruction and modify general education curriculum to meet the needs of the students

Student Population:

- More than 50% children with disabilities

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 3-5.

How will the caseloads of early childhood teachers be determined and regularly monitored?
Cedar Rapids Community Schools will provide a full continuum of placements by providing instructional services to eligible preschool children while adhering to the following program standards:

- Iowa Quality Preschool Performance (QPPS)

The regular early childhood program and early childhood special education program will meet the criteria of the Preschool Program Standard being implemented regarding maximum class size and teacher-child ratios. The Cedar Rapids Community School District follows the Iowa Quality Preschool Performance (QPPS)* standards.

Additional Considerations for ECSE The district must adhere to the following terms and definitions to describe instructional services and placements for preschool children: Regular Early Childhood Program – Less than 50 percent children with disabilities; and Early Childhood Special Education Program – More than 50 percent children with disabilities.

*See caseload in QPPS Implementation Guide–Section II, Page 53

Question 4

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

The following procedures outline the steps to resolve concerns about special education caseloads: Initially, informal problem-solving strategies related to caseload concerns should be exhausted. Should concerns persist, a written request for caseload review is submitted to the principal/supervisor, and the request undergoes clarification review with them to attempt resolution. If satisfactory resolution is not achieved, the request is escalated to the Director assigned to the building. Within 15 working days, the Director reviews the caseload and provides a recommendation to the Principal. Upon receiving the recommendation, the principal reviews the information and discusses any concerns with the Director. Subsequently, within 10 working days, the principal meets with the individual teacher to communicate the recommended action. If the teacher disagrees with the determination, an appeal may be made in writing to the Executive Director for Special Services, who then meets with the involved personnel and provides a written decision within 15 days of receiving the appeal.

The procedure further entails:

1. The teacher requesting a meeting with the building principal to discuss caseload informally and solution-focused
2. If further consideration is deemed necessary, the teacher submits a written notice of the concern to the principal within five working days following the informal conference, specifying the concern and preferred resolution
3. The principal convening a review committee within ten working days, consisting of relevant stakeholders, to listen to the concern, gather data, and problem-solve, followed by submitting a written response to the teacher and the Director within five working days after the meeting
4. If dissatisfied with the response, the teacher may appeal in writing to the Director within five working days, providing all relevant data, and the Director convenes a meeting to discuss the concern within ten working days, followed by submitting a written response to the teacher and providing a copy to the Principal and the Executive Director of Special Education
5. If dissatisfaction persists, the teacher may appeal in writing to the Executive Director of Special Education within five working days of receiving the response, and they will make the final decision within five working days, providing a written response to all parties involved.