



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

Table of Contents

Topic	Page Number
Overview of Steps	2
Committee Representation	3
Content Requirements–Overview	4
Assurances	4-5
Content Requirements–Questions 1. What is the process used to develop the delivery system for eligible students? 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 concerns? 5. How will the delivery system for eligible individuals meet the targets identified in the state’s performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?	5 5-8 8-11 11-12 12-13
Compliance Verification	TBD
School Board Approval of Plan	TBD
Checklist of Requirements	TBD
Appendix (Teacher/Building Matrix for Caseload Calculation)	14-16

Overview of Steps

Step	Action
1	The district selects the committee
2	The committee reviews and analyzes data and develops the plan
3	The plan is available for public comment
4	The AEA Special Education Director verifies compliance.
5	The district school board approves the plan prior to adoption.
6	The plan is submitted to the Department of Education

7 The plan is reviewed in connection with a 5 year cycle

Committee Representation

Administrative Rules

Administrative Rules 41.408(2)c(2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative.

Parents of Students who are eligible for an IEP

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 Education

Ryals Parker, Director for Special Education

Dawn Embretson, Director for Special Education

Anne Faber, Director of Special Education

Gary Hatfield, Middle School Principal

Darius Ballard, Chief of Human Resources

Joslin Hanna, Elementary Principal

Tara Troester, Career and Technical Education Content Lead

Chad Szabo, Middle School Associate Principal

Monica Frey, Early Learning Principal

Grant Wood Area Education Agency:

Danielle Donnelly, Regional Administrator

Kathleen Gavin, Regional Administrator

Overview

The content requirements of the District Developed Plans will be met through a set of five questions and a series of assurances. As part of this plan, districts must describe how Early Childhood Special Education (ECSE) instructional services are provided to meet the needs of eligible children

Questions

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 state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Assurances

All five assurances must be certified in the DDSDP through C-Plan. See assurances on page 5.

C-Plan

The record of plan development (answers to the questions), along with the certification of assurances, will be entered into the C-Plan with the Iowa Department of Education.

District Developed Special Education Service Delivery Plan 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 that 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.

Question 1: What process was used to develop the special education 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.

Question 2: How will services be provided to eligible individuals? (Continuum of Services)

Model: General Education with Special Education Consultation	
Definition: 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 practices, and specially designed instruction, modification, or accommodation strategies to meet the individual needs of students with disabilities in the general education environment.	
General Education Teacher	Special Education Teacher

- | | |
|--|---|
| <ul style="list-style-type: none">● Oversee all general education instruction● Implement high quality differentiation | <ul style="list-style-type: none">● Assist the general education teacher with the instructional design and preparation of |
|--|---|

<p>practices</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Engage in ongoing communication and professional learning with special educators to assist with understanding of learning progressions within the Iowa Core • Regular and frequent consultation with the special educator • Provision of specially designed instruction 	<p>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</p> <ul style="list-style-type: none"> • Monitor the learner’s progress on IEP goals • Understand high quality instructional and differentiation practices • Aware of available resources <ul style="list-style-type: none"> • Engage in regular and frequent consultation with general educators to oversee the general educator’s provision of accommodations modifications SDI data collection and data analysis • Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
<p>Model: Co-Taught</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 instruction, accommodations, and modifications to enable student access to the general education curriculum and foster skill-building. This approach prioritizes the need to analyze data, co-plan, co-facilitate, and co-reflect. Co-teaching enhances the capacity of general education teachers to differentiate instruction and implement supports outlined within the individualized education programs (IEPs). The model also empowers the special education teacher to deepen their understanding of content knowledge and gather informal data that will allow him or her to better understand what skills students need to have equitable access to the core content and gain meaningful learning while being in the general education setting. This model facilitates the traditional view of co teaching with two teachers physically present in a classroom, and also allows for a special education teacher to co teach with multiple general education teachers within the same content.</p>	
<p>General Education Teacher</p>	<p>Special Education Teacher</p>
<ul style="list-style-type: none"> • Oversight of all general education instruction • Implementation of high-quality differentiation practices <ul style="list-style-type: none"> • Collaborative provision of specially designed instruction within specific skill areas and instructional activities during targeted 	<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 resource

times (pre-teaching, remediation, re-teaching)	
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<ul style="list-style-type: none"> • 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"> • 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 modifications needed to enable access • Engage in ongoing communication and professional learning with general educators to understand learning progressions within the Iowa Core
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Model: Direct Supports

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.

General Education Teacher	Special Education Teacher
<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 Special Education 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.

Question 3: How will caseloads of special education teachers be monitored?

Early Learning (Preschool) Caseloads

Caseloads will be tentatively calculated prior to the start of the school year. Caseloads may be modified based on summer registration, summer eligibility, and fall enrollments. Caseloads will be reviewed multiple times during the school year by the Area Director of Special Education and/or preschool educators.

In determining teacher caseloads for the preschool programs, the Cedar Rapids Community School District will use the Student Specific Caseload Rubric values to assign points to each eligible individual receiving an IEP in the district. Each student can get a total between 0 and 18.

These values will be used to update the Session Specific Caseload Rubric for that classroom teacher to help balance services and rosters across our preschool classrooms.

- *Student Specific Caseload Rubric*: point system to help determine the level of services the student receives.
- *Session Specific Caseload Rubric*: point system used to ensure that teacher caseloads are balanced and manageable in order for individual services to be provided.

A teacher should not be assigned a Session Specific Caseload of more than 18 total points per classroom session. 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 IEPs.

Caseload Determination Considerations for Preschool Programs:

- Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program

Standards being implemented (IQPPS) regarding maximum class size and teacher-child ratios.

- The CRCSD class sizes will max out at 20 students, with 14 general education students and 6 students with IEPs.
- All students enrolled in our preschool program must be assessed using the state required assessment tool, Teaching Strategies GOLD.
- All preschool classrooms have one dual certified teacher and two associate educators. The associates serve in many capacities including providing paraprofessional support and maintaining high quality preschool standards as set by the state.
- Caseload determination scale for preschool programs vary from that of the K-12 portion of the district, as it is the only program currently in standing that is fully integrated.

Caseload Determination Timelines:

Caseloads will be tentatively set in the spring prior to the school year. These caseloads may be modified based on summer registration, summer eligibility meetings and actual fall enrollments. Once the school year begins, teacher caseloads will be reviewed at least twice during the school year by individual district special education teachers in collaboration with their building principal and Area Director of Special Education. A scheduled review of teacher caseloads will be conducted by the Special Education Department as follows:

- At the beginning of the school year
- When a student is found eligible for classroom based services
- By November 30
- By March 15 to plan for the following school year

Caseload Determination Review Process:

In determining preschool teachers' caseloads, the CRCSD will use the following values to assign points to the caseloads of each preschool teacher in the Early Childhood Program. The summation of Session Specific Caseload Rubrics per teacher will generally range between 17-28 total points (this reflects both morning and afternoon sessions).

When a caseload exceeds the 17-28 point range, it will be reviewed by the district Executive Director of Special Education. Upon review, if there appears to be an overload, the Area Director will arrange a meeting with the Executive Director of Special Education and other district personnel with relevant information (i.e. principals, preschool teachers). The review group will determine if there is a need for adjustments to a teacher's schedule or roster.

Student Specific Caseload Rubric				
	0	1	2	3
Curriculum	Student is functioning in the general education curriculum at a level similar to peers	Student requires limited adaptations to the general curriculum	Student requires significant adaptations to the general curriculum	Significant adaptation to grade level curriculum requires specialized instructional strategies
*IEP Goals AND Minutes of SDI per month	0 Goals with no minutes of SDI	1 Goal with 80-120 minutes of SDI per month	2 Goals with 120-240 minutes of SDI per month	3+ Goals with 240+ minutes of SDI per month
**Service Providers	0	1	2-3	4+
Paraprofessional Support (PP)	0 PP minutes	Part-time PP minutes for health, behavior, or language	Full-time PP minutes for health, behavior, or language	Individualized FT minutes for health, behavior, and/or language
Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)	Student does not have an FBA/BIP	n/a	n/a	Student has an FBA/BIP
Individualized Health Plan (IHP)	Student does not have a IHP	IHP includes monitoring and consultation with others	IHP includes monitoring and providing supports by classroom team with nurse consultation	IHP includes direct contact with building nurse and trained staff

Student Caseload Total: ____/18

*** IEP Goals AND Minutes of SDI per month:** The number of goals the student has AND the minutes of SDI the student receives per month as outlined in their IEP.

Early Learning (Preschool)

Session Specific Caseload Rubric (AM)				
	0	1	2	3
Number of Students	Less than 11 students total	11-13 students	14-15 students	16 students
Number of Students with class based IEP (adding Full-Time and Part-Time together)	0 FT total students with IEP services	1-3 FT Total Students with IEP services	4 FT total students with IEP services	5 FT total students with IEP services
Current Student Specific Caseload Amount	0	1-18	19-39	40-90
Number of Students with Paraprofessional Support	0	1	2	3+
Number of Students with Functional Behavior Assessment/ Behavior Intervention Plan	0	0	1	2+
Number of Students with Individualized Health Plan and/ or needing toileting supports	0	1	2	3+

Overall Classroom Total: ____/18

NOTES:

Early Learning (Preschool)

Session Specific Caseload Rubric (PM)				
	0	1	2	3
Number of Students	Less than 11 students total	11-13 students	14-15 students	16 students
Number of Students with class based IEP (adding FT and PT together)	0 FT total students with IEP services	1-3 FT Total Students with IEP services	4 FT total students with IEP services	5 FT total students with IEP services
Current Student Specific Caseload Amount	0	1-18	19-39	40-90
Number of Students with Paraprofessional Support	0	1	2	3+
Number of Students with Functional Behavior Assessment/ Behavior Intervention Plan	0	0	1	2+
Number of Students with Individualized Health Plan and/ or needing toileting supports	0	1	2	3+

Overall Classroom Total: ____/18

NOTES:

Caseload Determination Considerations for K-12+ Program:

In determining special education teacher caseloads, the Cedar Rapids Community School District will use the following values to assign points to the caseloads of each special education teacher in the district. Teacher caseloads will generally range between 17-28 total points.

Caseload Determination Timelines

Caseloads will be tentatively set in the spring prior to the next school year. These caseloads may be modified based on summer registration, summer eligibility meetings, and actual fall enrollments. Once the school year begins, teacher caseloads will be reviewed at least twice during the school year by individual district special education teachers in collaboration with their building principal and area director.

A scheduled review of teacher caseloads will be conducted by the Special Education Department, in collaboration with Special Education Teachers as follows:

- At the beginning of the school year
- When a student is found eligible for K-12 classroom-based services
- By November 30
- By March 15 to plan for the following school year

Caseload Determination Rubric:

The following information will be reviewed and tabulated to determine each Special Education teacher's caseload.

Number of students on roster (.5 pt)

Number of goals on roster (.25 pt)

Number of students with associate supports (0.25 pt)

% of Removal from Least Restrictive Environment (LRE)

0-25% (0.25 pt)

26-50% (0.5 pt)

51-75% (0.75 pt)

76-100% (1 pt)

Number of students who depend on an adult for Activities of Daily Living (toileting, feeding, standing, etc.) (0.5 pt)

Number of students on Alternate Assessment (including Early Literacy Alternate Assessment (ELAA) and Alt English Language Proficiency Assessment) (0.5 pt)

Number of student with Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) (0.5 pt)

Number of students on roster who have the following: Speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services (0.25 pt)

Number of student with Transition Services (14+yrs) (0.25 pt)

Number of teachers you co-teach with regularly (0.25 pt)

At any other time, a teacher may request a caseload review by submitting, in writing/email, the request to the Area Director of Special Education Services. The Area Director of Student Education will arrange a review of the roster with the Executive Director of Special Education. A resolution and written decision must be made available to the teacher within 5 school days after the Area Director and Executive Director of Special Education meet.

	K-12 Caseload Rubric		
	Point Value	Roster numbers	Total
Number of Students on Roster	0.5		
Number of Goals on Roster	0.25		
Number of students with associate support	0.25		

%Removal from LRE

0-25 %	0.25		
26-50 %	0.5		
51-75 %	0.75		
76-100 %	1		
Number of students who require adult assistance for ADL's (toileting, feeding, standing etc.)	0.5		
Number of student on Alternate Assessment (including Early Literacy Alternate Assessment and Alt English Language Proficiency Assessment)	0.5		
Number of students with Functional Behavior Assessment (FBA) or Behavioral Intervention Plan (BIP)	0.5		
Number of students on roster who have the following: speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services.	0.25		
Number of students with Transition Services (14+yrs)	0.25		
Number of teachers you co-teach with regularly	0.25		
Total			

Target Range: 17-28

Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Special Education Caseload Concerns Resolution Process

Step 1: Informal Problem-Solving

- Teacher requests a meeting with the building principal to discuss caseload informally and focus on solutions.
- Exhaust informal problem-solving strategies related to caseload concerns.

Step 2: Written Request for Caseload Review

- If further consideration is necessary, submit a written notice of the concern to the principal within five working days following the informal conference.
 - Specify the concern and preferred resolution in the written notice.

Step 3: Clarification Review and Committee Meeting

- Principal convenes a review committee within ten working days, consisting of relevant stakeholders.
 - Committee listens to the concern, gathers data, and problem-solves.
- Principal submits a written response to the teacher and the Director within five working days after the meeting.

Step 4: Escalation to Director

- If dissatisfied with the response, the teacher may appeal in writing to the Director within five working days.
 - Provide all relevant data with the appeal.
- Director convenes a meeting to discuss the concern within ten working days. ● Director submits a written response to the teacher and provides a copy to the Principal and the Executive Director of Special Education.

Step 5: Final Appeal to Executive Director

- If dissatisfaction persists, the teacher may appeal in writing to the Executive Director of Special Education within five working days of receiving the response from the Director. ● Executive Director makes the final decision within five working days.
- Executive Director provides a written response to all parties involved.

Step 6: Review and Discussion by Principal

- Principal reviews the recommendation from the Director.
- Principal discusses any concerns with the Director.

Step 7: Meeting with Teacher

- Principal meets with the individual teacher to communicate the recommended action within ten working days of receiving the Director's recommendation.

Step 8: Final Written Decision

- If the teacher disagrees with the determination, an appeal may be made in writing to the Executive Director for Special Education.
- Executive Director meets with the involved personnel.
- Executive Director provides a written decision within fifteen days of receiving the appeal.

By following these steps, concerns about special education caseloads can be systematically addressed and resolved through a structured process.

Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Purpose

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to effect the desired change.

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed 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 and SPP/APR data.

Cedar Rapids Community School District will determine the DDSDP Plan effectiveness on an annual basis no later than June 30th. 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 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 their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, 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.

Compliance Verification
School Board Approval of Plan
Checklist of Requirements

APPENDIX

Caseload Rubrics

Early Learning (Preschool) Caseloads

Below are caseload rubrics specific to each school level. Please review the information carefully, then complete the rubric that corresponds to your assigned grade level.

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

Caseloads will be tentatively calculated prior to the start of the school year. They may be modified based on summer school registration, summer school eligibility, and fall enrollments. Caseloads will be reviewed multiple times during the school year by the Area Director of Special Education and/or preschool educators.

In determining teacher caseloads for the preschool programs, the Cedar Rapids Community School District will use the *Student Specific Caseload Rubric* values to assign points to each eligible individual receiving an IEP in the district. Each student can get a total between 0 and 18 points. These values will then be used to update the *Session Specific Caseload Rubric* for that classroom teacher to help balance services and rosters across our preschool classrooms.

- *Student Specific Caseload Rubric*: A point system to help determine the level of services the student receives.
- *Session Specific Caseload Rubric*: A point system used to ensure that teacher caseloads are balanced and manageable in order for individual services to be provided.

A teacher should not be assigned a Session Specific Caseload of more than 18 total points per classroom session. This limit may be exceeded by up to 10% for no more than six weeks, as long as the teacher can still provide all required services and supports outlined in each student's IEP.

- **Caseload Determination Considerations for Preschool Programs**

- Preschool teacher caseload (ages 3-5) will meet the criteria of the Preschool Program Standards being implemented (IQPPS) regarding maximum class size and teacher-child ratios.
- The CRCSD class sizes will max out at 20 students, with 14 general education students and 6 students with IEPs.
- All students enrolled in our preschool program must be assessed using the state-required assessment tool, Teaching Strategies GOLD.
- All preschool classrooms have one dual-certified teacher and two associate educators. The associates serve in many capacities, including providing paraprofessional support and maintaining high-quality preschool standards as set by the state.
- The caseload determination scale for preschool programs varies from that of the K-12 portion of the district, as it is the only program currently in operation that is fully integrated.

- **Caseload Determination Timelines:**

Caseloads will be tentatively set in the spring prior to the school year. These caseloads may be modified based on summer registration, summer eligibility meetings, and actual fall enrollments. Once the school year begins, teacher caseloads will be reviewed at least twice during the school year by individual district special education teachers in collaboration with their building principal and Area Director of Special Education. **A scheduled review of teacher caseloads will be conducted by the Special Education Department as follows:**

- At the beginning of the school year
- When a student is found eligible for classroom-based services
- By November 30
- By March 15, plan for the following school year

- **Caseload Determination Review Process:**

In determining preschool teachers' caseloads, CRCSD will use the following values to assign points to the caseloads of each preschool teacher in the Early Childhood Program. The summation of *Session Specific Caseload Rubrics* per teacher will generally range between 17 and 28 total points (this reflects both morning and afternoon sessions).

When a caseload exceeds the 17-28 point range, it will be reviewed by the district Executive Director of Special Education. Upon review, if there appears to be an overload, the Area Director of Special Education will arrange a meeting with the Executive Director of Special Education and other district personnel with relevant information (i.e. principals, preschool teachers). The review group will determine if there is a need for adjustments to a teacher's schedule or roster.

- **Forms Included Below:** ([Click here for master form files](#))

- Student Specific Caseload Rubric
- Session Specific Caseload Rubric (AM)
- Session Specific Caseload Rubric (PM)

CRCSD Early Learning/Preschool Caseload Rubrics

Teacher: _____ Student: _____

Date Completed: _____ Session: _____

STUDENT SPECIFIC CASELOAD RUBRIC				
	0	1	2	3
Curriculum	Student is functioning in the general education curriculum at a level similar to peers	Student requires limited adaptations to the general curriculum	Student requires significant adaptations to the general curriculum	Significant adaptation to grade-level curriculum requires specialized instructional strategies
*IEP Goals AND Minutes of SDI per month	No Goals with NO minutes of SDI	1 Goal with 80-120minutes of SDI per month	2 Goals with 120-240 minutes of SDI per month	3+ Goals with 240+minutes of SDI per month
**Service Providers	0	1	2-3	4+
Paraprofessional Support (PP)	0 PP Minutes	Part-time PP minutes for health, behavior, and/or language	Full-time PP minutes for health, behavior, and/or language	Individualized FT minutes for health behavior, and/or language
Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)	Student does NOT have an FBA/BIP	n/a	n/a	Student has an FBA/BIP
Individualized Health Plan (IHP)	Student doe NOT have an IHP	IHP includes monitoring and consultation with others	IHP includes monitoring and providing supports by classroom team with nurse consultation	IHP includes direct contact with the building nurse and trained staff

Student Caseload Total: _____ /18

Notes:

*IEP Goals AND Minutes of SDI per Month: The number of goals the student has AND the minutes of SDI the student receives per month as outlined in their IEP

**Service Providers: Include the CRCSD PK Teacher and other service providers such as GWAEA, Speech & Language Therapy, Occupational Therapy, Physical Therapy, etc.

CRCSD Early Learning/Preschool Caseload Rubrics

SESSION SPECIFIC CASELOAD RUBRIC (AM)				
	0	1	2	3
Number of Students	Less than 11 students total	11-13 Students	14-15 Students	16 Students
Number of Students with Class-Based IEP (ADD full-time & part-time together)	0 FT total students with IEP services	1-3 FT total students with IEP services	4 FT total students with IEP services	5+ FT total students with IEP services
Current Student Specific Caseload Amount	0	1-18	19-39	40-90
Number of Students with Paraprofessional Support	0	1	2	3+
Number of Students with Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)	0	0	1	2+
Number of Students with Individualized Health Plan (IHP) and/or needing toileting support	0	1	2	3+

Overall Classroom Total: _____ /18

Notes:

CRCSD Early Learning/Preschool Caseload Rubrics

SESSION SPECIFIC CASELOAD RUBRIC (PM)				
	0	1	2	3
Number of Students	Less than 11 students total	11-13 Students	14-15 Students	16 Students
Number of Students with Class-Based IEP (ADD full-time & part-time together)	0 FT total students with IEP services	1-3 FT total students with IEP services	4 FT total students with IEP services	5+ FT total students with IEP services
Current Student Specific Caseload Amount	0	1-18	19-39	40-90
Number of Students with Paraprofessional Support	0	1	2	3+
Number of Students with Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)	0	0	1	2+
Number of Students with Individualized Health Plan (IHP) and/or needing toileting support	0	1	2	3+

Overall Classroom Total: _____ /18

Notes:

Caseload Rubrics

K-12 Caseloads

- **Caseload Determination Considerations for K-12+ Program:**

In determining special education teacher caseloads, the Cedar Rapids Community School District will use the following values to assign points to the caseloads of each special education teacher in the district. Teacher caseloads will generally range between 17-28 total points. Caseloads will be tentatively set in the spring prior to the school year.

- **Caseload Determination Timelines:**

Caseloads will be tentatively set in the spring prior to the next school year. These caseloads may be modified based on summer registration, summer eligibility meetings, and actual fall enrollments. Once the school year begins, teacher caseloads will be reviewed at least twice during the school year by individual district special education teachers in collaboration with their building principal and area director.

A scheduled review of teacher caseloads will be conducted by the Special Education Department, in collaboration with Special Education Teachers as follows:

- At the beginning of the school year
- When a student is found eligible for K-12 classroom-based services
- By November 30
- By March 15 to plan for the following school year

- **Caseload Determination Rubric:**

The following information will be reviewed and tabulated to determine each Special Education teacher's caseload.

- Number of students on roster (.5 pt)
- Number of goals on roster (.25 pt)
- Number of students with associate supports (0.25 pt)
- % of Removal from Least Restrictive Environment (LRE)
 - 0-25% (0.25 pt)
 - 26-50% (0.5 pt)
 - 51-75% (0.75 pt)
 - 76-100% (1 pt)
- Number of students who depend on an adult for Activities of Daily Living (toileting, feeding, standing, etc.) (0.5 pt)
- Number of students on Alternate Assessment (including Early Literacy Alternate Assessment (ELAA) and Alt English Language Proficiency Assessment) (0.5 pt)
- Number of student with Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) (0.5 pt)
- Number of students on roster who have the following: Speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services (0.25 pt)
- Number of student with Transition Services (14+yrs) (0.25 pt)
- Number of teachers you co-teach with regularly (0.25 pt)
- At any other time, a teacher may request a caseload review by submitting, in writing/email, the

request to the Area Director of Special Education Services. The Area Director of Student Education will arrange a review of the roster with the Executive Director of Special Education. A resolution and written decision must be made available to the teacher within 5 school days after the Area Director and Executive Director of Special Education meet.

- **Forms Included Below:** ([Click here for master form files](#))
 - K-12 Caseload Rubric

K-12 Caseload Rubrics

K-12 CASELOAD RUBRIC			
	Point Value	Roster Numbers	Total
Number of Students on Roster	0.50		
Number of Goals on Roster	0.25		
Number of Students with Associate Support	0.25		

% REMOVAL FROM LRE			
	Point Value	Roster Numbers	Total
0-25%	0.25		
26-50%	0.50		
51-75%	0.75		
76-100%	1.0		
Number of Students Who Require Adult Assistance for ADL's (toileting, feeding, standing, etc.)	0.50		
Number of Student on Alternate Assessment (including Early Literacy Alternate Assessment and Alt English Language Proficiency Assessment)	0.50		
Number of Students With Functional Behavior Assessment (FBA) or Behavioral Intervention Plan (BIP)	0.50		
Number of Students on Roster Who Have The Following: speech, PT, OT, AT, Hearing, Vision, O&M and/or nursing services.	0.25		
Number of Students With Transition Services (14+yrs)	0.25		
Number of Teachers You Co-Teach With Regularly	0.25		

Total: _____
Target Range: 17-28

Notes: