



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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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

- Oversee all general education instruction
- Implement high quality differentiation

- 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
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Model: Co-Taught

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.

General Education Teacher	Special Education Teacher
<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?

Caseloads for special education teachers will be tentatively set in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. The assigned Director of Special Education will review each special education teacher’s proposed caseload in the spring and each special education teacher’s actual caseload in the fall. The assigned Director of Special Education will also conduct a mid-year review of each teacher’s caseload. In addition, each special education teacher will review their caseload at the end of the first semester. In determining the special education caseloads, the Cedar Rapids Community School District will use the following values to assign points to the caseloads of each teacher in the district. A teacher may be assigned a caseload of up to 50 total points.

Instructions:

Please complete each line by multiplying the number of students on your caseload by the assigned points for the same row. Then add together highlighted rows to determine the total caseload points.

School Building:

Teacher Name:

Assigned Points	Criteria	Total Points for Teacher
	Number of Students on Roster	
1	Each student provided up to 2 hours per day of specially designed instruction.	
1.25	Each student provided 2-5 hours of specially designed instruction per day	
1.5	Each student provided more than 5 hours of specially designed instruction per day.	
1	Number of Students that have an FBA and BIP	
1	Number of students who participate in Iowa Alternate Assessment	
1	Number of students requiring specific adult assistance due to physical limitations, medical conditions, and self-care.	
	Number of students who require Assistive Technology services, software, and devices requiring ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction. (Not included in point calculation)	
.25	Number of students requiring transition planning (ages 14+) in grades 7-10.	
.5	Number of students requiring transition planning (ages 14+) in grades 11-12.	
.25	Number of paraprofessionals supervised	
	Total Points	

Early Childhood Special Education

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 Standards 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.

Preschool Special Education Teacher Caseload Determination Worksheet

Teacher: _____

Building: _____

Date: _____

- Informal problem-solving strategies in relation to caseload concerns have been exhausted
 - If the concern is not resolved, the principal and teacher contact the district Director to review the written documentation showing the concern and request for additional support. ●
- Form is completed by the school team. All information below needs to be completed. If an item is not applicable, designate it as zero.

Classroom schedule (insert link to schedule)	
Roles and Responsibilities matrix (insert link to schedule)	
How many students are on your roster?	
How many IEP goals do you progress monitor?	
List the number of students in each category below: AM PM	
a. 3 year olds (#) x 1.5=	(#) x 1.5=
b. 4/5 year olds (#) x 1.25=	(#) x 1.25=
How many students on your roster are dependent on an adult for their physical (e.g. diapering, feeding, mobility) needs?	
How many students have a Behavior Intervention Plan (BIP)?	
How many outside service providers do you collaborate with (OT, PT, ABA)?	
How many para's do you collaborate with?	

TOTAL points	
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Preschool full day Special Education Teacher Caseload Determination Worksheet

Teacher(s): _____ Building: _____

Date: _____

- Informal problem-solving strategies in relation to caseload concerns have been exhausted
- If the concern is not resolved, the principal and teacher contact the district Director to review the written documentation showing the concern and request for additional support. ● Form is completed by the school team. All information below needs to be completed. If an item is not applicable, designate it as zero.
- As your team completes the form consider both student with an IEP and those without

Classroom schedule (insert link to schedule)
Roles and responsibilities matrix (insert link to schedule)
How many students are on your roster?
How many IEP goals do you progress monitor?
List the number of students in each category below:
a. 3 year olds (#) x 1.5=
b. 4/5 year olds (#) x 1=
How many students on your roster are dependent on an adult for their physical (e.g. diapering, feeding, mobility) needs?
How many students have a Behavior Intervention Plan (BIP) as part of their current IEP?
Other information to be considered (i.e. OT consult for 3 students, 2 students qualified for ABA services, etc.)
How many para's do you collaborate with?
Total points

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 Matrix for teacher and building use

Instructions:

Please complete each line by multiplying the number of students on your caseload by the assigned points for the same row. Then add together highlighted rows to determine the total caseload points.

School Building:

Teacher Name:

Assigned Points	Criteria	Total Points for Teacher
	Number of Students on Roster	
1	Each student provided up to 2 hours per day of specially designed instruction.	
1.25	Each student provided 2-5 hours of specially designed instruction per day	
1.5	Each student provided more than 5 hours of specially designed instruction per day.	
1	Number of Students that have an FBA and BIP	
1	Number of students who participate in Iowa Alternate Assessment	
1	Number of students requiring specific adult assistance due to physical limitations, medical conditions, and self-care.	
	Number of students who require Assistive Technology services, software, and devices requiring ongoing support from the special education teacher to access the general education curriculum for targeted areas of instruction. (Not included in point calculation)	

.25	Number of students requiring transition planning (ages 14+) in grades 7-10.	
.5	Number of students requiring transition planning (ages 14+) in grades 11-12.	
.25	Number of paraprofessionals supervised	
	Total Points	

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Preschool Special Education Teacher Caseload Determination Worksheet

Teacher: _____ Building: _____ Date: _____

- Informal problem-solving strategies in relation to caseload concerns have been exhausted
 - If the concern is not resolved, the principal and teacher contact the district Director to review the written documentation showing the concern and request for additional support. ●
- Form is completed by the school team. All information below needs to be completed. If an item is not applicable, designate it as zero.

Classroom schedule	(insert link to schedule)	
Roles and Responsibilities matrix	(insert link to schedule)	
How many students are on your roster?		
How many IEP goals do you progress monitor?		
List the number of students in each category below: AM PM		
a. 3 year olds	(#) x 1.5=	(#) x 1.5=
b. 4/5 year olds	(#) x 1.25=	(#) x 1.25=
How many students on your roster are dependent on an adult for their physical (e.g. diapering, feeding, mobility) needs?		
How many students have a Behavior Intervention Plan (BIP)?		

<p>How many outside service providers do you collaborate with (OT, PT, ABA)?</p> <p>How many para's do you collaborate with?</p> <p style="text-align: center;">TOTAL</p> <p style="text-align: center;">points</p>		
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Preschool full day Special Education Teacher Caseload Determination Worksheet

Teacher(s): _____ Building: _____ Date: _____

- Informal problem-solving strategies in relation to caseload concerns have been exhausted
 - If the concern is not resolved, the principal and teacher contact the district Director to review the written documentation showing the concern and request for additional support. ●
- Form is completed by the school team. All information below needs to be completed. If an item is not applicable, designate it as zero.
- As your team completes the form consider both student with an IEP and those without

Classroom schedule (insert link to schedule)
Roles and responsibilities matrix (insert link to schedule)
How many students are on your roster?
How many IEP goals do you progress monitor?
List the number of students in each category below:
a. 3 year olds (#) x 1.5=
b. 4/5 year olds (#) x 1=
How many students on your roster are dependent on an adult for their physical (e.g. diapering, feeding, mobility) needs?
How many students have a Behavior Intervention Plan (BIP) as part of their current IEP?
Other information to be considered (i.e. OT consult for 3 students, 2 students qualified for ABA services, etc.)

How many para's do you collaborate with?

Total points