



**Cedar Rapids
Community School District**

Excellence for All

**District Developed Service Delivery Plan
for Special Education**

A comprehensive plan outlining a full continuum of services
designed to address the needs of students with disabilities

June 18, 2013

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

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(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 Grant Wood Area Education Agency on July 30, 2013 and by the Cedar Rapids Community School District Board of Education on August 12, 2013. 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 members of the Special Education Parent Advisory Committee and 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 cycle or earlier
If required by a determination given by the state.

Committee Members

Parents of Students with Special Needs:

Bridget Ferry
Jan Perkins
Jill Scheckel

Special Education Teachers:

Samantha Collins, Early Childhood
Tricia Schutterle, Elementary
Jessica Carter, Middle School
Machelle Enright, Middle School
Rebecca Gearheart, High School

General Education Teachers:

Stephanie Stulken, Elementary
Jeri Mead, Middle School
Jan Perkins, High School

District Administrators:

Sheila Lehman, Executive Director for Special Services
Cindy Donaldson, Associate Director for Special Services
Dawn Embretson, Associate Director for Special Services
Val Dolezal, Principal

Grant Wood Area Education Agency:

Julie Grotewold, Regional Administrator
Jill Ries, Regional Administrator

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

Continuum of Services

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom or program. The special education teacher is responsible for monitoring student progress on IEP goals.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education or regular early childhood program teacher in partnership to meet the content and skills needs of students in the general education classroom or program. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups; or teachers co-plan and then co-instruct different components of the content. In these scenarios the special education teacher may provide instruction to non-disabled students. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base. The special education teacher is responsible for monitoring student progress on IEP goals.

Collaborative Services: Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction. The special education teacher is responsible for monitoring student progress on IEP goals.

Out-of-Class Services: Out-of-Class services (e.g., Pull-Out), are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. These services

supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in settings outside of the general education classroom or regular early childhood program does **not** supplant the instruction provided in the general education classroom. This specially designed instruction is considered to be in addition to the core curriculum provided in the general education setting. The special education teacher is responsible for monitoring student progress on IEP goals.

Special Class/Early Childhood Special Education Program (ECSE): Special Class or ECSE services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education or preschool curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes/ECSE program, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

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 3-21. In all cases, the special education teacher is responsible for monitoring student progress on IEP goals.

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e., Endorsement 100: Teacher – Prekindergarten through grade three, including special education). 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 prekindergarten and early childhood special education. In the Cedar Rapids Community School District this level of service is referred to as Early Learning. 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.

How will caseloads of special education teachers be determined and regularly 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 Associate Director for Special Services assigned to each building will review each special education teacher's proposed caseload in the spring and each special education teacher's actual caseload in the fall. The Associate Director will also conduct a mid-year review of each teacher's caseload. In addition, each special education teacher should review their caseload at least two times a year. Suggested times would be in the fall and mid-year. 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 teacher in the district. A teacher may be assigned a caseload with no more than 50 total points.

1 point: Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

1 point: Each student provided up to two hours per day of direct instruction by a special education teacher.

1.25 points: Each student provided between two and five hours per day of direct instruction by a special education teacher.

1.5 points: Each student provided more than five hours per day of direct instruction by a special education teacher.

1 point: Each teacher with whom the special education teacher co-teaches

1 point: Each student who is dependent on an adult for physical needs (self-care)

1 point: Each student who has a behavior intervention plan (BIP)

1 point: Each paraprofessional with whom the special education teacher collaborates

1 point: Each student on the teacher's roster that participates in the Iowa Alternate Assessment

1 point: The teacher travels between two or more schools.

Special Education Teacher Caseload Determination Worksheet

Teacher: _____

Building: _____

School Year: _____

1. How many IEP students are on your roster? _____

2. List the number of students in each category below:
 - a. Up to 2 hours per day of direct instruction _____
 - b. Between two and five hours per day of direct instruction _____ x 1.25 _____
 - c. More than five hours per day of direct instruction _____ x 1.5 _____

3. With how many teachers do you co-teach? _____

4. How many students on your roster are dependent upon an adult for their physical (i.e. activities of daily living) needs? _____

5. How many students have a Behavior Intervention Plan? _____

6. With how many associates do you collaborate? _____

7. How many students on your roster participate in the Iowa Alternate Assessment? _____

8. Do you travel between two buildings? If yes, record one point. _____

Total _____

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

Written requests for a caseload review may be submitted to the Division of Special Services at any time. The person submitting the request is responsible for gathering relevant supporting information which at a minimum would include completion of the Caseload Determination Worksheet.

Upon review, if there appears to be an overload, the Associate Director of Special Services assigned to the affected program will determine as to whether there is a need to adjust the teacher's roster or provide additional staff assistance and/or supports. The input of the teacher and building principal will be considered in this decision. Appeals may be presented to the Executive Director of Special Services.

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? In addition, what process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) and results from the Iowa Assessments each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective, but proactive planning and action steps will still be developed in an effort to continually improve our outcomes. If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with Grant Wood AEA staff to develop an action plan designed to promote progress toward these goals.

Assurances

- The Cedar Rapids Community School District assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of 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 setting and programs in which eligible individuals aged three through five 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 Cedar Rapids Community School District assures that prior to the school board adoption, this delivery system was available for comment by the general public. (No comments were received.)

- The Cedar Rapids Community School 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 representative from Grant Wood Area Educational Agency (GWAEA), who was selected by the GWAEA Special Education Director.

- The Cedar Rapids Community School District assures the GWAEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

- The Cedar Rapids Community School District assures the School Board has approved the service delivery plan for implementation.