

West Burlington Independent School District

Special Education Delivery Plan

2015-2016

Certified on September 13, 2011

Questions:

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

The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)c. A committee of individuals was gathered to review and revise the plan on August 25, 2015. This committee included parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one representative from Great Prairie Area Education Agency.

The member's and their respective roles are identified below: (Parent's names are withheld to maintain confidentiality.)

David Schmitt, Superintendent of Schools
Theresa Ritters, Elementary Principal
Mike Jones, Assistant Junior/Senior High School Principal
Christa Ruther, Special Education Teacher
Tammy Schmidt, Regular Education Teacher
Janelle Martin, Special Education Teacher
Ryan Phillips, Special Education Teacher
Mindy Dunkin, Special Education Teacher
Marianne Bourg, Special Education Teacher
Shawn Stringer, AEA Regional Special Education Director
Parent of a special needs student

2. How will services be organized and provided to eligible individuals?

The description below outlines the continuum of special education services offered in West Burlington Independent Community School District educational setting for students age 3 through 21. The district will provide access to a continuum of IEP services for all eligible individuals based upon their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

General education with consultation. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals. A classroom associate may provide student support with reviewing/re-teaching classroom skills and concepts.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Regular Early Childhood Program with the teacher holding an early childhood endorsement. The child is served in the regular early childhood classroom with a teacher who holds a valid practitioners license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. 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.

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

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and special education coordinator.

A scheduled review of teacher caseloads will be conducted by the building principal and special education teachers as follows:

1. Beginning of the school year.
2. On or before November 30
3. On or before April 15

In determining teacher caseloads, students will be tentatively assigned to service providers in the spring for the following year. Summer registration and actual fall enrollments will determine assignments for the beginning of the school year. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

Great Prairie Area Education Agency (AEA), as part of the IEP process for all students receiving special education services, continuously monitors those services, and assigns a weighted enrollment factor to each student. The AEA uses the matrix developed and published by the Iowa Department of Education. Points are assigned by the AEA based upon consideration of: curriculum modification, specially designed instruction related to all goal areas regardless of setting, support for school personnel and Least Restrictive Environment (LRE) efforts, and supplementary aids and services/specialized transportation. The weighted enrollment factors assigned are: 1.72, 2.21, and 3.74.

Caseload determination for special education teachers in the West Burlington Independent School District will use the results of the matrix process of the AEA as a starting point. Students assigned the first weighted factor, currently 1.72, will count as one case. Students assigned the second weighted factor will count as two cases, and third, three cases.

The West Burlington Independent School District expects that the number of cases (as determined in the paragraph above) for a caseload NOT TO EXCEED 20. Early childhood special education caseloads should not exceed 35 for the combined morning and afternoon rosters.

This caseload limit may be exceeded 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. Issues to be taken into account by teachers and administration working on caseloads, not addressed by the state's matrix, include: number of students requiring Medicaid billing, number of reevaluations due in the school year, co-teaching services provided to students not assigned to the teacher's caseload, multiple severe health concerns and multiple frequent personal care required. ECSE and regular EC programs receiving ECSE IEP students must meet the class size and teacher-child ratios of the Iowa Quality Preschool Program Standards.

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

A scheduled review of teacher caseloads will be conducted by the building principal and special education teachers as follows;

1. Beginning of the school year
2. On or before November 30
3. On or before April 15 to plan for the following year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team meeting. The Caseload Assistance Team will be comprised of four teachers, a building administrator, an AE representative, and the Superintendent of Schools. The Caseload Assistance Team will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the Caseload Assistance Team within 10 working days. A resolution and written decision must be made available to the teacher

within 5 days after the Caseload Assistance Team meeting.

If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education. The AEA Director/designee will meet with personnel involved, including the Superintendent, and will provide a written decision after the meeting. This decision will be considered final and binding.

5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The West Burlington Independent School District will examine their CSIP (Comprehensive School Improvement Plan) and APR (Annual Progress Report) data to determine priorities and develop an action plan. The district will work in collaboration with the state, the local AEA, the regular education staff, special education staff, and parent.

