

West Burlington Independent School District

Special Education Delivery Plan

2010-2011

Certified on 9/14/2010 11:06:26 AM

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”. The West Burlington School Board approved a committee of individuals who developed the plan. 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 committee members and roles are identified below: (Parent's names are withheld to maintain confidentiality.)

„« David Schmitt, Superintendent of Schools
„« Dee Crozier, Elementary Principal
„« Bruce Snodgrass, High School Principal
„« Dan Reid, Junior High School Principal
„« Christa Ruther, Special Education Teacher
„« Jody Mineart, Regular Education Teacher
„« Janelle Martin, Special Education Teacher
„« Vern Reed, Regular Education Teacher
„« Dean Robinson, Regular Education Teacher
„« Kim Kirchner, AEA Regional Special Education Director
„« , Preschool Parent
„« , Elementary Parent
„« , Elementary Parent
„« , High School Parent
„« , High School Parent

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.

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.

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.

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.

- 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/or special education coordinator.

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

1. at the beginning of the school year.
2. by November 30; and
3. by April 15 to plan for the following year.

In determining teacher caseloads, the West Burlington Independent School District will use the rubric values to assign points to the programs of each eligible individual receiving an instructional program in the district. Rubric at the end of this document.

A teacher may be assigned a caseload with no more than 200 points. 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

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.

Caseload Rubric:

One Point Items include student requires limited modification to the general curriculum, student has 1-2 IEP goals, 25% or less of instruction is specifically designed and/or delivered by special education personnel, special education teachers conduct joint planning with 1 general education teacher or paraprofessional over the course of each month, additional individual support from an adult is needed for 25% or less of the day, assistive technology requires limited teacher-provided individualization and/or training, and requires limited time assessment, planning, data collection and communication with others for FBA/BIP (not more than 2 hours per month).

Two Point Items include student requires significant modification to the general curriculum, student has 3 IEP goals, 26-75% of instruction is specifically designed and/or delivered by special education personnel, special education teachers conduct joint planning with 2-3 general education teachers or paraprofessionals over the course of each month, additional individual support from an adult is needed for 26% to 75% of the day, assistive technology requires extensive teacher-provided individualization and/or training, and requires 2 to 4 hours of assessment, planning, data collection and communication with others for FBA/BIP.

Three Point Items include student requires significant adaptation to grade level curriculum and requires specialized instructional strategies, student has 4 or more IEP goals, 76% to 100% of instruction is specifically designed and/or delivered by special education personnel, special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month, additional individual support from an adult is needed for 76% to 100% of the day, assistive technology requires extensive teacher-provided individualization and/or training along with significant maintenance and/or upgrades for continued effective use, and requires more than 4 hours monthly for assessment, planning, data collection and communication with others for FBA/BIP.

Four Point Item is an alternate assessment is used to measure progress.

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. at the beginning of the school year;
2. by November 30; and
3. by 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, and an AE representative. 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 and will provide a written decision.

- 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 SPP(State Performance Plan)/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 parents.