

# EBF

## Eddyville-Blakesburg-Fremont Community School District

### Special Education Service Delivery System

Eddyville-Blakesburg-Fremont Community School District will provide a quality education in which students become lifelong collaborative learners and innovative problem solvers in a global society.

#### Written Description of Unique Special Education Instructional Services Delivery System

**School District:** Eddyville-Blakesburg-Fremont Community School District

**Educational Levels and School Building Included in System:**

Grades PK-6 at Eddyville Elementary

Grades PK-6 at Blakesburg Elementary

Grades PK-6 at Fremont Elementary

Grades 7-12 at Eddyville-Blakesburg-Fremont Jr./Sr. High School

B.A.S.I.C Program K-12 Blakesburg Campus

**Question 1: 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 committee that developed this plan consisted of parents of eligible individuals, special education teachers, general education teachers, administrators, and an AEA representative.

**Committee:**

Sarah Tobiason- Special Education Director  
Vicki Schildroth- AEA representative  
Heather Main - AEA representative  
Nicole DeGroot- Special Education Teacher  
Melanie Collett - General Education Teacher/Parent  
Justin Day- Special Education Teacher  
Margaret Crall - Special Education Teacher  
Sharis Claver - Parent

**Proposed School Board Approval**

This plan is available to all patrons of the Eddyville-Blakesburg-Fremont Community Schools at each school building, district office and on the school website.

Public Comment was accepted for 20 days in the month.

**Question 2: How will services be organized and provided to eligible individuals?**

**General Education/Early Childhood Education with consultation.** The student is served in the general education/early childhood 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/early childhood special education teacher and monitoring the student’s progress according to the IEP.

**General Education/Early Childhood Education with consultation/accommodations.**

The student is served in the general education/early childhood education classroom with consultations and support from the special education teacher/early childhood special education teacher. The general education teacher/early childhood education teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. The special education teacher/early childhood special education support may include assisting the general education teacher/early childhood education teacher with the design and the preparation of materials, adaptations and accommodations. The special education teacher/early childhood special education teacher is responsible for monitoring the student’s progress on IEP goals.

**General Education/Early Childhood Education with direct special education support in the general education classroom.** The student receives special education support for the general education/early childhood education curriculum in the general education setting. The special education teacher/early childhood special education teacher, support service provider, or trained paraprofessional will be in the general education/early childhood 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/early childhood special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals.

**General Education/Early Childhood Education with direct special education support outside the general education classroom.** The student receives special education support for the general education/early childhood education curriculum outside the general education/early childhood education setting. When the service cannot be appropriately provided in the general education/early childhood 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/early childhood special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals.

**B. NOTES**

Students may receive different service 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 the other districts and/or agencies.

**Question 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 three times during the school year by the individual district special education teacher with their building principal and/or special education coordinator. (October, January, and May)

In determining special education teacher caseloads, the Eddyville-Blakesburg-Fremont Community School District will use the following matrix to assign points to the caseloads of each there in the district.

Caseload Determination Factors		Totals
<i>List the # of students in each category below (includes pull-out/co-teaching model):</i>		
Up to 1 hour of Specially Designed Instruction	_____ x 1	

Between 1-3 hours of Specially Designed Instruction	_____ x 1.25	
More than 3 hours of Specially Designed Instruction	_____ x 1.50	
Number of IEPs that require a 3 year reevaluation this year	_____ x .25	
Number of IEPs which include a FBA/BIP	_____ x 1	
Number of IEPs which student participates in Iowa Alternate Assessment	_____ x 1	
Number of IEPs requiring specific adult assistance due to physical, self-care, medical or challenging behavior needs (as noted by paraeducator minutes in IEP)	_____ x 1	
Each student served off-site (e.g. hospital, homebound, general education preschool, etc.)	_____ x 1	
<b><i>List # of IEPs in each category below:</i></b>		
Collaborative planning up to 1 hour/month with district staff	_____ x1	
Collaborative planning between 1-2 hours/month with district staff	_____ x 1.25	
Collaborative planning more than 2 hours/month with district staff	_____ x 1.50	
Collaborative planning up to 1 hour/month with AEA staff	_____ x 1	
Collaborative planning more than 1 hour/month with AEA staff	_____ x 1.25	
Number of IEPs which student requires (AIM) and/or Assistive Technology services, software and devices requiring ongoing support from the special education	_____ x 1	

teacher to access the general education curriculum for targeted areas of instruction		
<b><i>Number of IEP's requiring transition planning (age 14+)</i></b>		
Students in grades 6-8	$\frac{\quad}{.25} \times$	
Students in grades 9-12	$\frac{\quad}{.50} \times$	

A teacher may be assigned a caseload with no more than 60 total points. The 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 the student's IEP's.

**NOTES:**

Preschool class sizes will follow the Quality Preschool Program Standards provided by the Iowa Department of Education, Early Childhood Services.

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

**Regular Monitoring of Teacher Caseloads**

1. Because teacher caseloads fluctuate throughout the school year, reviews will be conducted three times a year. In addition to these scheduled reviews, caseloads may also be reviewed under the following circumstances:
  - a. When a recommended case size is exceeded
  - b. At any time a teacher has a concern or makes a request

**Procedures for Resolving Concerns About Caseload**

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

1. At the beginning of the school year.
2. By mid-October; and
3. By end of January and
4. By early April to plan for the following school year. Superintendent of Schools will review with Administration team.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of teachers, a building administrator, and AEA representative. The CAT 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 CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT 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 or designee. The AEA Director of Special Education or designee will meet the personnel involved and will provide a written decision.

**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 4? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

#### **Annual Team Discussion**

1. Annually at the end of the school year, and no later than the end of June, a review team made up of teachers in both special education and regular education, parents, administrators) and AEA consultant(s), will meet to evaluate the effectiveness of the district's special education services.

#### **Review of Data**

In order to meet the State Performance Plan/Annual Progress Report goals, accountability will be addressed in the following ways:

1. **Individual Student Progress** - IEP goals will be reviewed and discussed on a regular and ongoing basis, at least every 12 weeks by special education and general education teacher along with the AEA consultant and building principal when appropriate. The purpose of this review will be to determine if adequate progress is being made, or if any adjustment in instruction is needed.
2. **Aggregated by School and District** - The IEP subgroup (student) performance in both reading and math will be reviewed and discussed by grade level teams which include both AEA and special education teachers. At the end of the school year the Special Education Delivery Plan will be reviewed by the committee. The district will follow the process to revise and adopt the plan.