



**BURLINGTON COMMUNITY SCHOOL DISTRICT
DISTRICT DEVELOPED SERVICE DELIVERY PLAN
FOR SPECIAL EDUCATION**

AUGUST 2022

Board Reviewed: August 8, 2022

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 representatives from the AEA.

Committee membership was approved by the Board of Education on April 25, 2022.

Cory Johnson, Director of Curriculum

Laci Johnson, Director of Human Resources

Wes White, Associate Principal – Burlington High School

Vida Long, Principal – Edward Stone Middle School

Stacy Hatten, Principal – Black Hawk Elementary

Bryan Baker, Principal – Corse Early Childhood Center

Cassie Gerst, Parent & Director of Grants and Outreach Programs

Teresa Heitmeier, Parent & General Education Teacher

Amanda Kalina, Behavior Intervention Specialist and Special Education Teacher - BHS

Monica Mundt, TLC Special Education and Behavior Specialist

Bailey Wonders, Special Education Teacher – Sunnyside Elementary

Beth Junker, General Education Teacher – Grimes Elementary

Shawn Stringer, Great Prairie Area Education Agency Regional Administrator

Deb Hatteberg, School Board Member

Nancy Hoelzen, School Board Member

The Committee met on June 9 and June 27, 2022.

The plan was made available for public comment from June 30 – July 14 with notice given during the June 29 meeting of the Burlington Community School District Board of Education.

The plan was reviewed by the Great Prairie Area Education Agency Director of Special Education, who gave approval on August 1, 2022.

The plan was presented to the Burlington Community School District Board of Education for approval on August 8, 2022.

VISION, MISSION, AND CORE VALUES

The Burlington Community School District strives to have a profoundly positive impact on each student's adult quality of life brought about by the students' individual and collective educational experiences.

The mission of the Burlington Community School District is to inspire and challenge students through diverse opportunities.

Core Values

- Quality Core Instruction
- Culture of Mutual Respect and Learning
- Collaboration
- Effective and Efficient Operations

The Burlington Community School District is dedicated to continuous growth and improvement towards fulfillment of these values and ideals for ALL students.

During the revision process, the Committee identified four priorities for continued growth and development of Special Education programs in the Burlington Community School District.

1. Developing a shared understanding between general education teachers, special education teachers, and associates regarding Special Education purpose, function, and procedures.
2. Vertical and horizontal alignment and consistency for special education programming throughout the system.
3. Strengthening parent engagement and communication.
4. High quality professional development, including training and onboarding for Associates.

HOW WILL SERVICES BE ORGANIZED AND PROVIDED TO ELIGIBLE INDIVIDUALS?

Burlington Community School District Continuum of Services

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.

Consulting Teacher Services: Consulting Teacher services are defined as indirect services provided by a certified special education professional to a general education 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, whether general or modified, with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching services are defined as the provision of specially-designed instruction and academic instruction to a group of students with disabilities and non-disabled students. These services are provided by the special education teacher and general education teacher or early childhood program teacher in partnership to meet the content and skill needs, whether general or modified, of students in the general education classroom. These services take shape in a variety of manners and multiple models should be used. 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 all co-teaching arrangements the special education teacher 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.

Services take shape in a variety of manners: one teach/one observe, station teaching, parallel teaching, alternative teaching, teaming, or one teach/one assist.

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 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.

Supplemental Special Education Instruction: 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 through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in out of class settings does **not** supplant the instruction provided in the general education classroom.

Modified Classes: Modified classes are those in which direct instruction is provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide a modified curriculum and/or environment to students with more significant learning and/or behavioral needs.

Early Childhood Program (less than 50 percent of children with disabilities) with ECSE Endorsed Teacher: The child is served in the regular early childhood classroom with at least one teacher who hold a valid practitioner's license issued by Iowa's Board of Educational Examiners and holds an endorsement that includes ECSE. The ECSE teacher is responsible for specially designed instruction, preparation of materials, adaptations and accommodations as specified in the IEP, and monitoring the goals in the IEP.

Children in the Early Childhood setting may be served using any of the models described above. In addition, they may also be served in a Blended Preschool Classroom.

In a **Blended Preschool Classroom** setting, the ECSE teacher is dual-endorsed/certified (i.e. license Ed 100). In addition to being responsible for delivering instruction and monitoring IEP goals of students entitled for special education services, the teacher is also responsible for delivering Preschool Program Standards, as defined by the Iowa Department of Education, to all 3 and 4-year-olds in the class (general education and special education).

HOW WILL CASELOADS OF SPECIAL EDUCATION TEACHERS BE DETERMINED AND REGULARLY MONITORED?

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 monitored regularly by building Principals and reviewed at least annually during the school year by individual district special education teachers with their building principal.

Great Prairie Area Education Agency (AEA), as a 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 (see attached, and Great Prairie Special Education Procedures Manual, Appendix D). 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 three: 1.72, 2.21, and 3.74 (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); this is subject to change each year by the State, but the use of three factors to describe the intensity and quantity of special education services has stayed the same for years.

Caseload determination for special education teachers in the Burlington Community School district will be as follows:

Early Childhood

- Teachers with a PreK-K Early Childhood Special Education license: The Special Education teacher, serving in either co-taught or supplemental SDI, and/or modified program, will not serve more than 14 (7 AM, 7 PM) students entitled for special education services.
- Teachers with an Endorsement 100 License (a.k.a. Birth to 3rd Inclusive Setting License) may serve as the lead and Special Education teacher in blended AM and PM classes, where at least half of the students are typically developing. The teacher with this licensure will not serve more than 13 typically developing students and will serve no more than 10 (5 AM, 5 PM) students entitled for special education services.

K-12

- Teachers with an Instructional Strategist I (Mild/Moderate) license: Serve no more than 20 students and a weighting of all of the students on the roster will not exceed 23.
- Teachers with an Instructional Strategist II-ID (MD) license: Serve no more than 10 students and the weighting of all of the students on the roster will not exceed 27.
- Teachers with an Instructional Strategist II (BD/LD) license: Serve no more than 10 students and the weighting of all of the students on the roster will not exceed 27.

If the Case Load is exceeded, an overload stipend will be paid to the teacher whose case load is exceeded. Overload stipends will be calculated in a manner consistent with the Master Agreement that is currently in place.

WHAT PROCEDURES WILL A SPECIAL EDUCATION TEACHER USE TO RESOLVE CASELOAD CONCERNS?

Caseloads will be reviewed at least once per year (preferably four weeks after the start of the school year) by building principal and Special Education Teacher. In addition to scheduled reviews, caseloads will also be reviewed under the following circumstances:

- When a specified caseload is exceeded.
- A review will automatically take place when a caseload would change and exceed the total number of students and/or weight designation for the licensed program.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

REQUESTING A CASELOAD REVIEW

- Teachers should first address their concerns with their Building Administrator.
- If the teacher feels as though their concerns are not adequately addressed, the Teacher should provide their concerns in writing to their principal/supervisor.
 - The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
 - IEPs
 - Schedule and instructional groupings
 - Collaborative/co-teaching assignments
 - Number of buildings
- The resolution process will follow the Employee Complaint Procedures outlined in Board Policy 400.4.

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?

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 State Performance Plan (SPP) and Annual Progress Report (APR) data.

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:
 - 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 adaption of curriculum, instructional techniques and strategies and instructional materials.
 - 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.
 - 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.
 - 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.