

2013-2014 Big Ideas

Challenges

- The intensity of need of special education students has been increasing. In recent years this has been especially true in area of behavior. This fall and next fall there are large groups of students with cognitive disabilities leaving our Preschool program and entering Kindergarten.
- The number of students with cognitive disabilities at the high school has also grown substantially. This is due both to added group homes in the area and natural matriculation of our students.
- We again have had greater numbers of students, especially high needs students enter the district. This is on top of our already expected large number of cognitively disabled students entering Kindergarten.
- While we have successfully managed to keep our special education deficit relatively stable over recent years, our current strategies for doing that have been extended as far as possible. New strategies and/or a change in revenue rules at the state level will be necessary to prevent increasing deficits in the future.

New Steps Taken To Meet Challenges

- 2 teachers licensed to support cognitively disabled students. 1 at UHS and 1 at Webster Elementary.
- The program to support cognitively disabled students that had been at Jensen was moved to Rolling Green. No students were forced to change schools in the process.
- We are using long term subs to supplement staff where overload has occurred.

Updates of previously mentioned future improvements

- Development of program outcome measures—*We now have a system to track the extent to which we are meeting all of our special education goals. We can disaggregate based on building, and type of goal. We will have our baseline by the end of November. Additional measures are likely to be added.*
- Focused improvements to close academic gaps (based on PDSAs in progress)—*PDSA's resulted in an intensive professional development program called LETRS. This will be a 2 year process that includes both training and coaching of teachers. The middle school also re-designed their service delivery model to allow more supplemental instruction. Supplemental Instruction is remedial instruction that occurs in addition to the general education class.*
- Update of program mission and goals—*Not yet complete*
- Update of district Special Education plan—*the committee has been formed and completed its draft of the new plan. It is posted for public comment. It will come to the board for approval this school year.*

Special Education Information Sheet (2012-13 School Year)
Compiled By: Jason Volmer, Coordinator of Special Education
November 11, 2013

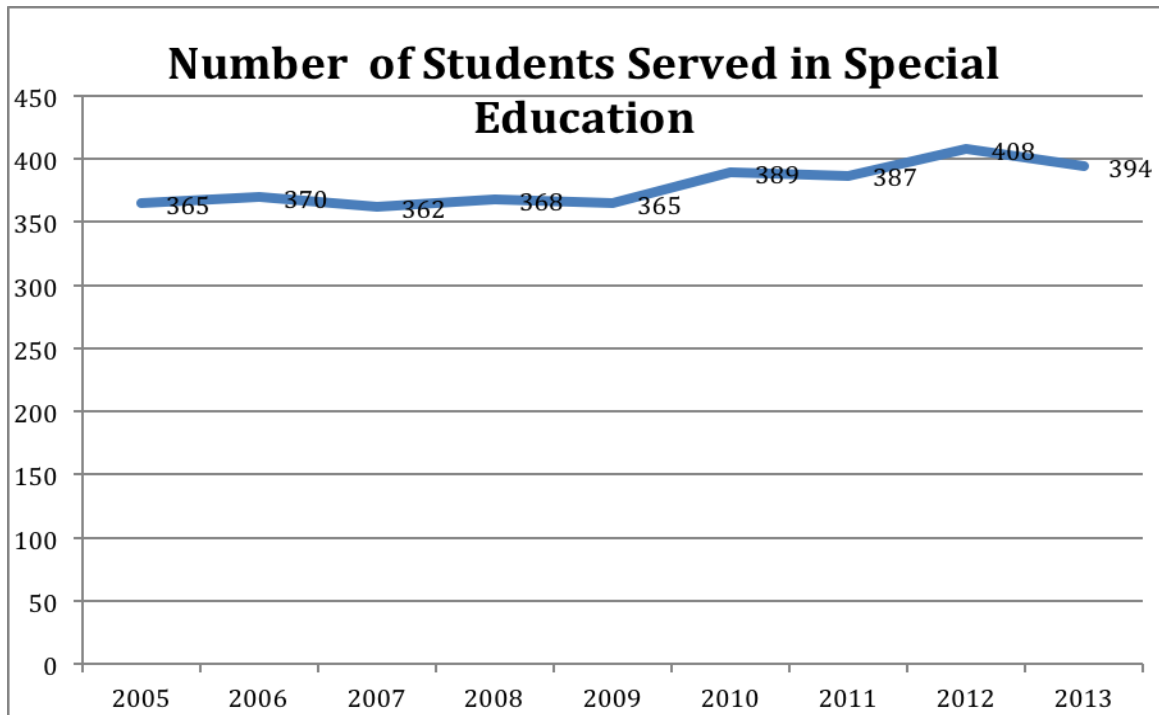
Future improvements efforts planned

- PDSA around associate use targeted to ensuring we promote independence and only use when necessary and appropriate.
- Completion of Department Plan in alignment with district Strategic Plan including vision, mission, values
- Formation of a parent advisory group, and possibly a student advisory group.

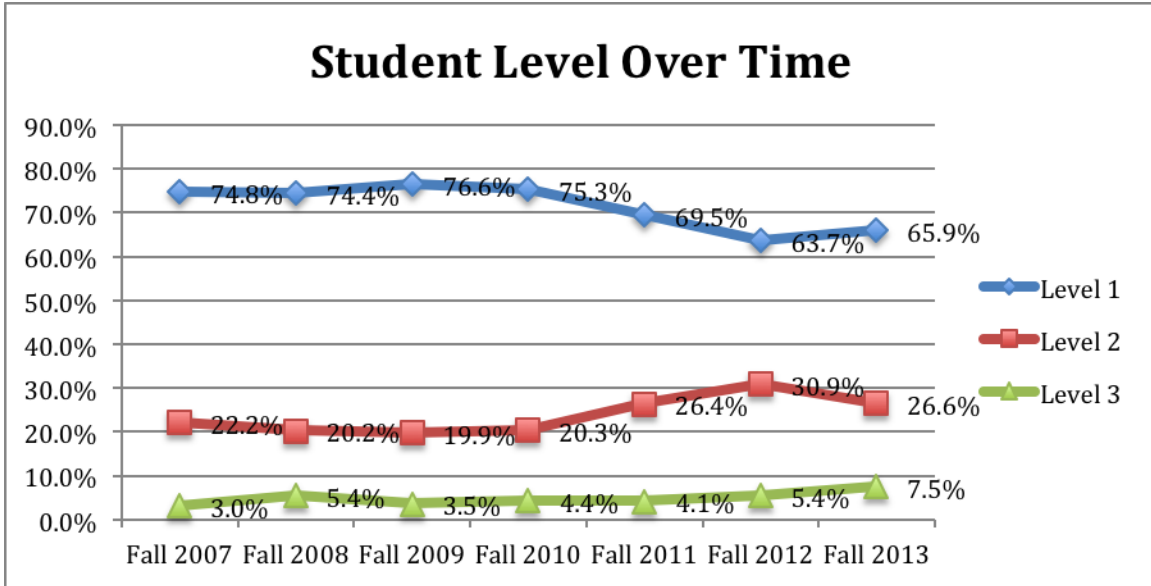
Data and Graphs

Number of Students Served (based on headcount)

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total # of Special Ed served in Urbandale	365	370	362	368	365	389	387	408	394



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Number of Tuition-In Students (non-resident students served)

YEAR	10-11	11-12	12-13	13-14
ADM	0	2	1	1
Ankeny	0	1	3	1
Eddyville-Blakesburg	1	1	1	1
Cardinal	0	0	1	1
Dallas Center-Grimes	0	2	2	2
Des Moines Independent	31	27	39	36
Gilbert	0	0	0	2
Johnston	12	15	18	14
Saydel Community	1	0	1	1
Southeast Polk	0	0	1	1
Van Meter	0	0	0	1
Waukee	7	5	4	6
West Des Moines	13	22	21	20
West Marshal	0	0	1	1
Total*	66*	76*	94*	88

*Totals are correct but may not add up to district lists on previous years due to deletion of districts with that no longer send students

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Number Tuition-Out Students (Resident students served elsewhere)

Year	10-11	11-12	12-13	12-13
AEA 267	0	0	1	1
Carlisle				1
Cedar Rapids				1
Dallas Center-Grimes	2	1	2	2
Des Moines Independent	5	2	3	3
Debuque	0	0	0	1
Johnston	6	8	7	6
Waukee	0	0	0	1
West Des Moines	2	4	5	0
Woodward-Granger	2	4	1	3
Out of State Placements	0	2	1	1
Total	22*	25*	22*	20

*Totals are correct but may not add up to district lists on previous years due to deletion of districts with that no longer send students

Number/Percent of IEP Students by Grade Range

	2011	2012	2013
Pre-K	18/5%	35/8%	24/6%
K-5	132/34%	132/32%	140/34%
6-8	113/29%	109/27%	102/26%
9-12	124/32%	132/32%	128/32%

Number of Special Education or Behavior FTE

Level	10-11	11-12	12-13	13-14
Preschool	5	7	5	6
Elementary	12 (11.5 FTE)	12	12	13
Middle school	9	10	9	9+1
High School	11	11	11	12
One on One program	1	0	0	0
Behavior coach/Analyst	1	1	2	2
Total FTE	38.5	41	39	42

Student/Teacher ratios

	2010	2011	2012	2013
Preschool	4:1	2.6:1	7:1	4:1
Elementary	11:1	11:1	11:1	10.8
Middle school	13:1	11.3:1	12.1:1	10.2:1
High School	10:1	11.3:1	12:1	10.6:1

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Number of Special Education Associates

	2010	2012	2013
Students with Associate service on IEP		137	
Part Time	50	98	
Full Time	12	17	
Total	62	115	138
Total FTE	38.25	82.63	97.25
Total # hours/day	306 hours	661 hours	778 hour

Special Education Balance History with AARA Removed and Adjusted for Change in Transportation Accounting:

	FY 09	FY 10	FY 11	FY 12	FY 13
Actual balance	-429,145	-388,109	-600,017	-783,205	-702,046
AARA adjust		-254,364			
Transportation adjustment				+215,734	+215,734
Adjusted Balance	-429,145	-642,473	-600,017	-567,471	-486,312

Per SE Student Deficit FY 2012

