

K-12 Weighted Enrollment Factor (WEF) Matrix: _____ / _____ / _____

Name & Date of Birth _____ Date _____

The IEP of each student receiving district-provided or district-financed special education services is assigned a score using the Weighted Enrollment Factor (WEF) Matrix and the consideration of unique circumstances. Students with greater special education services and supports have a higher WEF score; students with lesser special education services and supports have a lower WEF score.

NOTES: This instrument is not to be applied to IEPs for preschool aged children. See guidance for unique circumstances.

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|---|--|--|---|
| 1. Planning and Preparation. Reference IEP Goal Pages & Page G. | | | <u>Score</u> |
| Zero Points Student is functioning in the general curriculum at a level similar to peers. | 1 Point Student has goals in 1 or 2 goal areas (see guidance) that are the primary responsibility of district special education personnel. | 2 Points Student has goals in 3 or more goal areas (see guidance) that are the primary responsibility of district special education personnel. | 3 Points Curriculum that reflects the Iowa Core essential elements is required for meaningful instruction. Iowa's Alternate Assessments are used to measure progress in all areas (literacy, math & science). |
| 2. Specially Designed Instruction delivered by a licensed teacher. Reference IEP Page F. | | | <u>Score</u> |
| Zero Points No specially designed instruction delivered by a licensed teacher | 2 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 49% or less of the school day. Includes teaching, co-teaching, and collaborative instruction. | 4 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 50% to 74% of the school day. Includes teaching, co-teaching, and collaborative instruction. | 6 Points Specially designed instruction regardless of setting that is delivered by a licensed teacher (see guidance) for 75% to 100% of the school day. Includes teaching, co-teaching, and collaborative instruction. |
| 3. Health, Physical or Behavioral Support. Reference IEP Page F. | | | <u>Score</u> : |
| Zero Points Student requires no health, physical or behavioral support | 1 Point Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day. | 2 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day. | 3 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day. |
| 4. Instructional Support. Reference IEP Page F. | | | <u>Score</u> : |
| Zero Points Student requires no instructional support | 1 Point Special education instructional support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day. | 2 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day. | 3 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day. |
| 5. Support for School Personnel. Reference IEP Page F. | | | <u>Score</u> : |
| Zero Points Noncommittal descriptions such as, "as needed" or "special education teacher is available to consult;" support is not described in the IEP; IEP states only that school personnel will be informed of their responsibilities (e.g., providing accommodations) | | 1 Point The IEP communicates a clear, ongoing commitment of support for school personnel (e.g., "special education teacher will meet 30 minutes per week with the paraprofessional and general education teachers," "special education teacher and reading teacher will meet prior to the beginning of each new unit to plan," etc.) | |
| 6. Specialized Transportation. Reference IEP Pages F & G. | | | <u>Score</u> : |
| Zero Points No specialized transportation | 1 Point Within-district special route | 2 Points Attendant services | 3 Points Transportation to another district or a within-district special route and attendant services or specialized vehicle (e.g., with lift device) |
| 7. Year of purchase Assistive Technology (including electronic devices, in-school travel equipment, positioning equipment, etc.), Accessible Educational Materials (AEM) and Equipment for Safe Transportation; year of expenditure maintenance of previously acquired equipment. Reference IEP Pages F & G. | | | <u>Score</u> |
| Zero Points Equipment and/or software typical of all students. | 1 Point Minor equipment and/or software needs in excess of that typical of all students (e.g., a tablet, laptop, stroller, wagon, Lofstrand crutches, grab bar for toilets, positioning equipment, etc.); maintenance of previously acquired equipment | 2 Points Significant equipment needs in excess of that typical of all students (e.g., classroom amplification system, dynamic display device, stander, gait trainer with accessories, toileting system, etc.) | |
| Sum the scores derived from the Weighted Matrix to determine a level of service: | | | Total Score: |
| Level I: 0 - 5 points Level II: 6 - 9 points Level III: 10 or more points | | | Assigned Level: |

Guidance for the Weighted Enrollment Factor (WEF) Matrix

When an IEP is weighted. An IEP is weighted if there is *any* special education activity, service or support described in the IEP that creates an expense for the school district.

Factor 1: Goal areas. A goal area is a broad area of functioning (e.g., reading, behavior, etc.). If a student has two math goals, one for calculation and one for problem solving, “math” is counted as one goal area; if a student has two behavior goals, one for reducing an unwanted behavior and one for building a replacement behavior, “behavior” is counted as one goal area.

Factor 2: Specially designed instruction. If specially designed instruction is delivered by a general education teacher, the requirements of “highly qualified special education teacher” apply and include:

- Students with IEPs receive their content instruction from a teacher endorsed in the content area (math teacher for math, etc.). The special education teacher serves as a consultant to the general education teacher in IEP goal attainment, specially designed instruction, accommodations, progress monitoring, remediation for the student, and so forth, and also provides strategy and skill instruction, pre-teaching, re-teaching, and/or remediation to the student in a separate setting when needed.
- General and special education teachers must have “regular and frequent” consultation. Documentation of regular and frequent consultation is necessary.

Consideration of unique circumstances.

If an IEP-driven, school-funded program provided by a community-based agency, an individually assigned nurse, an individually assigned sign language interpreter or an individually assigned special education teacher are the ***ONLY*** district-provided service(s) a level is assigned to the IEP based on the factors below.

| Service | Level I | Level II | Level III |
|--|---|---|---|
| IEP-driven, school-funded program provided by a community-based agency (community college, four-year college, vocational skills development agency, etc.). For example, community college-based 4+ programs. | Tuition, fees, books & supplies; job-training or job-coaching for less than four hours per day or less than 20 hours per week | Tuition, fees, books, supplies & transportation; job-training or job-coaching for four or more hours, but less than six hours per day or 20 or more, but less than 30 hours, per week | Tuition, fees, books, supplies, transportation & housing; job-training or job-coaching for six or more hours per day or more than 30 hours per week |
| <i>Individually</i> assigned sign language interpreter | 49% or less of the school day | 50% to 74% of the school day | 75% to 100% of the school day |
| <i>Individually</i> assigned nurse at district expense (services in addition to developing a health plan) | 49% or less of the school day | 50% to 74% of the school day | 75% to 100% of the school day |
| <i>Individually</i> assigned special education teacher | 49% or less of the school day | 50% to 74% of the school day | 75% to 100% of the school day |

For an IEP that specifies more than one of the unique circumstances services, levels may be added. For example, an IEP that calls for a Level I 4+ program (tuition, fees, books & supplies) and an individually assigned sign language interpreter for 40% of the school day (Level I) would be a Level II IEP (I + I).

If an individually assigned nurse or an individually assigned sign language interpreter are provided ***IN ADDITION TO*** other district-provided services, one or two levels may be added to the WEF determined on the basis of the matrix using values derived from this table. For example, if the matrix results in a Level I weighting and the child also requires a sign language interpreter for 60% of the day, the IEP would be Level III (I from the Matrix + II from the unique circumstances table).