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quality instruction.

Southeast Polk Special Education Service Delivery Plan

May 2025

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 group of individuals who developed the system included parents of eligible individuals, student support teachers, general education teachers, administrators, and representatives of Heartland Area Education Agency (AEA).

The Southeast Polk School District (SEP) selected a committee of representatives of the various roles listed above to develop the Special Education Service Delivery Plan.

Name	Role
Jeanne Patterson	Parent of Eligible Individual
Stephanie Peterson-Grauerholz	Parent of Eligible Individual
Casey Hope	PK General & Special Education Teacher
Carrie Anstine	Elementary General Education Teacher
Kayla Fee	Elementary Special Education Teacher
Holly Funke	Elementary General Education Teacher
Alexis McCrory	Elementary Special Education Teacher
Rachel Patterson	Elementary Special Education Teacher
Paige Petzenhauser	Elementary General Education Teacher
Chelsea Clark	Elementary Principal
Tammy Steenhoek	Elementary Principal
Emily Dawson	Middle School General Education Teacher
Tracy Dawson	Middle School General Education Teacher
Emma Rinehart	Middle School Special Education Teacher
Jenny Rinehart	Junior High Assistant Principal
Susan Timmins	Junior High Special Education Teacher
Angela Duden	High School Special Education Teacher
Robin Llewellyn	High School Assistant Principal
Stacy Volmer	Heartland AEA Representative
Ashley Tabor	District Special Education Instructional Coach
Lea Morris	Director of Special Education



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The committee met to complete the following steps:

Step 1: The district selects the committee.

Step 2: The committee develops the plan.

Step 3: The draft plan is available for public comment.

Step 4: The Heartland AEA Special Education Director verifies plan compliance.

Step 5: The district school board approves the plan prior to adoption.

Step 6: The plan is included in the designated area of the Consolidated Accountability and Support Application (CASA).

Step 7: The plan is reviewed in connection with the five year accreditation cycle or earlier if required by determination given by the state.

The committee met at the SEP District Office on the following dates:

Monday, January 27, 2025

Thursday, February 13, 2025

Tuesday, March 25, 2025

Monday, April 7, 2025

Tuesday, May 13, 2025

2) How will services be organized and provided to eligible individuals?

A learner eligible for special education services in Iowa is entitled to Specially Designed Instruction (SDI) as outlined in their Individualized Education Plan (IEP) at no cost to the family. The SDI will be adapted, as appropriate to the individual learner's needs, as well as the content, methodology, or delivery of instruction to address the unique needs resulting from a disability. This ensures access to the general education curriculum and supports the learner in meeting the educational standards applicable to all students (IAC 41.39). Special education and related services must be designed to meet the learner's unique needs and prepare them for further education, employment, and independent living (CFR300.1; IAC 41.1).

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. These District Developed Service Delivery Plans must address a set of five guiding questions and include a series of assurances to ensure compliance with state requirements.

Special Education services for eligible students will be delivered through a continuum of services ranging from the Least Restrictive Environment (LRE) to the Most Restrictive Environment. The LRE is defined as the setting that allows students with disabilities to receive a Free Appropriate Public Education (FAPE) while maximizing opportunities for interaction with peers without disabilities. Removal from the general education environment occurs only when the nature or severity of the disability is such that satisfactory education cannot be achieved in regular classes, even with the use of supplementary aids and services [41.114(2)b]. Supplementary aids and services refer to the supports that enable students with disabilities to be educated alongside their nondisabled peers to the maximum extent appropriate. [41.42]

As part of the Continuum of Services, the general education curriculum encompasses the learning expectations of all students. In Iowa, this includes the Iowa Core Standards, Iowa Core Essential Elements, the Iowa Early Learning Standards, school-based expectations, and post-secondary readiness skills.

Eligible students may receive accommodations or modifications to the curriculum, instruction, assessments, or grading in both general education and special education settings. These supports may be provided by either general education or special education teachers, depending on the student's needs.

As part of the Continuum of Services, all general and special education teachers at SEP are expected to collaborate in team meetings or Professional Learning Communities (PLCs), taking collective responsibility for the success of every student.

Foundational Beliefs for Providing the Continuum of Services:

- Students should receive services in the Least Restrictive Environment (LRE) that meets their individual needs, ensuring meaningful participation with peers.
- Collaboration among general education teachers, special education teachers, related service providers, families, and students is essential to student success.
- Specially Designed Instruction (SDI) must be evidence-based, aligned with each student's IEP, and delivered with fidelity to support progress toward individualized goals.
- Every student can learn. We prioritize a "student first" mindset - every student is a general education student first. They are *OUR* students.
- All students deserve rigorous instruction, high expectations, and opportunities to reach their highest potential in a safe and supportive learning environment.

The Southeast Polk School District will adhere to the federal definitions regarding preschool educational settings:

- Regular Early Childhood Program: A setting where less than 50 percent of the children are identified as having disabilities.
- Early Childhood Special Education Program (ECSE): A setting where more than 50 percent of the children have disabilities.

Preschool & Early Childhood Continuum

The district will ensure access to the full continuum of services for all eligible preschool children, as determined by their Individualized Education Plan (IEP). Services may be provided within district programs and/or through partnerships with community agencies (i.e. local early childhood programs). Southeast Polk will annually review preschool offerings to assess the availability of regular early childhood programs and support inclusive practices.

- **Regular Early Childhood Programs with consultative services** - the classroom will be led by a general education teacher who holds a valid PK-K teaching license. This teacher will provide direct instruction and implement accommodations as specified in each child's Individualized Education Plan (IEP). Consultative services will be provided by a special education teacher, licensed in Early Childhood Special Education. This teacher will oversee the implementation of services outlined in the IEP and monitor student progress toward achieving the goals set within the plan. The student population in this program will consist of fewer than 50% children eligible for special education services.
- **Regular Early Childhood Programs taught by a teacher holding a dual license in both General Education (PK-K) and Early Childhood Special Education** - the classroom will be led by a teacher who will provide both general and special education instruction. These classrooms will serve a student population in which fewer than 50% of the children are entitled to special education services.


- **Regular Early Childhood Program with Embedded Instruction** - the classroom will be led by a general education teacher holding a PK-K teaching license or a dual license in General Education and Early Childhood Special Education. The classroom instruction is co-planned to ensure seamless integration of supports and strategies. The special education teacher will monitor the implementation of services described in each IEP. This program serves a student population in which fewer than 50% of the children are entitled to special education services.
- **Early Childhood Special Education Program** - the classroom will be taught by a licensed Early Childhood Special Education teacher. The teacher will provide classroom instruction that accommodates and/or modifies the general education curriculum to meet the needs of each student as outlined in their Individualized Education Program (IEP). The program serves a student population in which more than 50% of the children are entitled to special education services.

The Continuum of Services for all grade levels is outlined on the following pages:

- Preschool and Early Childhood Special Education - page 6
- Elementary - page 7
- Secondary - page 8
- 4+ Program - pages 9-11

Continuum of Services

Preschool & Early Childhood Special Education (ECSE)


LEAST RESTRICTIVE				MOST RESTRICTIVE
Regular Early Childhood Program with Consultation	Regular Early Childhood Program with consultation and support from the Special Education teacher			
100% with peers and participating in the regular class schedule No additional adult support beyond the classroom teacher/associate	99-75% with peers and participating in the regular class schedule 1-25% of the time is with additional adult support (includes outside services)	74-50% with peers and participating in the regular class schedule 26-50% of the time is with additional adult support (includes outside services)	49-25% with peers and participating in the regular class schedule 51-75% of the time is with additional adult support (includes outside services)	100% in personalized space on an individualized schedule 1:1 adult support and possible additional support depending on student needs

SDI is embedded and based on individual student needs.


Foundational BELIEFS:

- All students deserve equitable access to learning opportunities alongside their peers in an inclusive environment.
- All stakeholders will engage in student-centered collaboration to support learning and growth.
- Every student will receive rigorous, grade level instruction supported by high expectations and meaningful opportunities to reach their fullest potential.
- Instructional planning, interventions, and support will be guided by regularly monitored student progress and data driven decision-making.

Continuum of Services - Elementary

Least Restrictive						Most Restrictive
General Education with consultation	General Education with consultation and/or accommodations General Education with Special Education support in the General Education classroom General Education with Special Education support outside of the General Education classroom				General Education with direct Special Education support outside of the General Education classroom	
100% of the time in the general education setting	99-86% of the time in the general education setting and 1-14% of the time in the special education setting	85-75% of the time in the general education setting and 15-25% in the special education setting	74-50% of the time in the general education setting and 26-50% in the special education setting	49-25% of the time in the general education setting and 51-75%+ in the special education setting	100% of the time in the special education setting e.g.: Specialized Program	Self-contained Program e.g.: Specialized Program
<ul style="list-style-type: none"> The general education teacher delivers the core instruction. Students may receive accommodations or modifications to the curriculum, instruction, assessments, or grading based on their needs. The special education teacher collaborates with the gen ed teacher to support instruction and monitor student progress. 	<ul style="list-style-type: none"> The general education teacher is responsible for delivering core instruction, administering assessments, assigning grades, and managing behavior, in alignment with the student's IEP. This can be done in collaboration with the special education teacher. The special education teacher is responsible for SDI aligned with all IEP goals. This instruction is intensive and delivered in addition to the core curriculum. The special education teacher's support may include collaborating with the general education teacher in designing and preparing instructional materials, adaptations, and accommodations. The special education teacher is responsible for monitoring and documenting the student's progress toward all IEP goals. 				<ul style="list-style-type: none"> Core instruction is delivered in the special education setting, by the special education teacher or through virtual means with the general education teacher. The special education teacher is responsible for providing SDI in all IEP goals. The special education teacher will collaborate with the general education teacher about assessments and grades. 	<ul style="list-style-type: none"> Modified core instruction may be delivered in the special education classroom by the special education teacher and may be reinforced by a paraprofessional under the supervision of the teacher. The special education teacher is responsible for providing SDI in all IEP goal areas, assessments, and grades.
<p>Foundational Beliefs:</p> <ul style="list-style-type: none"> Students should receive services in the Least Restrictive Environment that meets their individual needs, ensuring meaningful participation with peers. Collaboration among general education teachers, special education teachers, related service providers, families, and students is essential to student success. Throughout years of service a student may move right or left on the continuum. To be in the Least Restrictive Environment, the students must move left on the continuum. 						

Continuum of Services - Secondary

LEAST RESTRICTIVE					MOST RESTRICTIVE
General Education with consultation	General Education with consultation and/or accommodations General Education with Special Education support in the General Education classroom General Education with Special Education support outside of the General Education classroom				General Education with direct Special Education support outside of the general education classroom
All core classes in the general education setting	75% (3 of 4) of core classes in the general education setting 25% (1 of 4) core classes in SDI	50% (2 of 4) core classes in the general education setting 50% (2 of 4) core classes in SDI	25% (1 of 4) core classes in the general education setting 75% (3 of 4) core classes in SDI	All core classes and SDI in the special education setting	Self-contained Essential Elements & Alternative Assessments
<ul style="list-style-type: none"> General education classes will be taught by the content area teacher and may be co-taught in collaboration with the special education teacher when appropriate. The special education teacher will provide SDI either within the general education classroom (e.g. through co-teaching or push-in support) or during non-core classes such as advisory. 	<p>Core content area classes are taught by content-specific special education teachers in collaboration with content area PLC teams, ensuring alignment with grade level standards.</p> <p>SDI is embedded within these classes and focuses on skills at the student's instructional level that are connected to the current grade-level standards being taught.</p> <p>Foundational Beliefs:</p> <ul style="list-style-type: none"> SDI should be evidence-based, aligned with each student's IEP, and delivered with fidelity to support progress toward individualized goals. Every student can learn. We prioritize a "student first" mindset - every student is a general education student first. They are <i>OUR</i> students. Every student should receive their education in the Least Restrictive Environment (LRE). Collaboration among general education teachers, special education teachers, related service providers, families, and students is essential to student success. All students deserve rigorous instruction, high expectations, and opportunities to reach their highest potential in a safe and supportive learning environment. 				<ul style="list-style-type: none"> The special education teacher will provide modified core instruction for all core content areas to meet the needs of students. The special education teacher will deliver SDI in the self-contained classroom to support student learning.




Learning, Living, & Working Domains 4+

Learning Living Working	<input type="checkbox"/> Evaluate student's strengths, preferences, and interests
	<input type="checkbox"/> Conduct assessments in Living, Learning, and Working Domains
	<input type="checkbox"/> Develop an Individualized Transition Plan (ITP) aligned with post-secondary goals
	<input type="checkbox"/> Identify necessary accommodations and modifications

LEARNING DOMAIN	Self-Contained Classroom or Specialized Program	Inclusion with Support in Classroom and/or Community Based Learning - Focus on Self-Advocacy and Communication	Community-Based Learning for Lifelong Success	Post-Secondary Learning, On-the-Job Training, and Lifelong Education
	<ul style="list-style-type: none"> * Highly individualized curriculum * Focus on functional academics and life skills * Intensive social-emotional support <p>→ Success Criteria: Improved self-regulation, communication, and academic readiness</p>	<ul style="list-style-type: none"> * Participation in community-based settings with individualized accommodations to support communication and self-advocacy * Ongoing development of self-advocacy skills, including identifying personal needs, asking for help, and expressing preferences across academic, social, and vocational contexts * Continued instruction in effective communication strategies for various settings (e.g. school, workplace, community) to foster lifelong independence 	<ul style="list-style-type: none"> * Participation in off-campus experiences such as internships, job shadowing, and community engagement to promote independence and real-world readiness * Focus on developing transferable life skills, such as problem-solving, communication, responsibility, and adaptability across various environments <p>School Responsibility: Coordinate meaningful experiences, ensure student safety and support, and monitor the development of skills essential for lifelong</p>	<ul style="list-style-type: none"> * Participation in a wide range of continuing education and training options, including community college, trade schools, certificate programs, adult education, agency-supported learning, or on-the-job training * On-the-job training opportunities allow students to gain real-world experience while building skills in specific industries, often with job coaching or supported employment services * Emphasis on independence in managing academic and vocational responsibilities such as time

		<p>School Responsibility: Implement and monitor accommodations, provide targeted instruction in self-advocacy and communication skills, and support the generalization of skills across different environments to prepare students for post-secondary success</p> <p>➡ Success Criteria: Consistent performance with reduced supports</p>	<p>participation in work and community life</p> <p>➡ Success Criteria: Demonstration of job readiness and independence</p>	<p>management, communication, task completion, and self-advocacy</p> <p>* Exploration of student interests and strengths to align with meaningful, individualized education or career pathways</p> <p>School Responsibility: Facilitate planning and referrals for post-secondary programs, provide instruction in self-advocacy and executive functioning, coordinate with employers and disability service providers, and support the development of independent learning and working skills</p>
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LIVING DOMAIN	Life Skills Training	Community Integration & Independent Practice	Supported Living Transition	Independent Living
	<p>* Focus on personal hygiene, budgeting, and daily living</p> <p>* Simulated settings for practicing independent living</p> <p>School Responsibility: Provide hands-on instruction and track skill acquisition</p> <p>➡ Success Criteria: Demonstrate mastery of basic independent living skills</p>	<p>* Real-world practice in community settings (grocery stores, transportation)</p> <p>* Skill-building in problem-solving and safety</p> <p>School Responsibility: Facilitate practice, monitor safety, and provide feedback</p> <p>➡ Success Criteria: Confidence and competence in community navigation</p>	<p>* Connection to adult services and community supports Emphasis on maintaining safety, budgeting, and managing resources</p> <p>School Responsibility: Develop linkages to adult agencies and facilitate smooth transitions</p>	<p>* Full independence with periodic community support as needed</p> <p>School Responsibility: Periodic check-ins and connection to post-school resources</p>

WORKING DOMAIN	On-Campus Vocational Programs	Community-Based Work Experiences with Job Coaching	Competitive Employment with Limited Support	Independent Competitive Employment
	<p>* Structured work experiences on school grounds</p> <p>* Develop basic work habits and task management</p> <p>School Responsibility: Supervise tasks, provide job coaching, and evaluate performance</p> <p> Success Criteria: Consistency in task completion and following instructions</p>	<p>* Supported work experiences in local businesses</p> <p>* Gradual reduction of supports as skills improve</p> <p>School Responsibility: Secure placements, coordinate job coaching, and track progress</p> <p> Success Criteria: Consistent demonstration of independence and problem-solving</p>	<p>* Paid or unpaid employment with occasional check-ins</p> <p>* Developing long-term career and work habits</p> <p>School Responsibility: Monitor progress, assist with accommodations, and provide ongoing consultation</p> <p> Success Criteria: Successful maintenance of employment without intervention</p>	<p>* Independent management of workplace responsibilities</p> <p>* No formal school support required</p> <p>School Responsibility: Periodic follow-up and alumni support</p>

Graduation & Follow Up Supports	<input type="checkbox"/> Periodic follow-up to assess ongoing success
	<input type="checkbox"/> Access to alumni and peer support networks

3) How will caseloads of special education teachers be determined and regularly monitored?

A caseload refers to the number of students with Individualized Education Plans (IEPs) for whom a special education teacher serves as the case manager and is responsible for implementing the IEP. Monitoring caseloads is essential to ensure they remain manageable and that all services outlined in students' IEPs can be delivered effectively and with fidelity.

Caseloads will be reviewed twice per school year, on November 10 and March 10. Special Education teachers will complete a Caseload Matrix and review student weightings on IEPs to ensure that the weightings accurately reflect the services each student receives. In addition to the scheduled reviews, special education teachers may request a caseload review at any time by submitting a written request to their building principal.

Heartland Area Education Agency (AEA) assigns a weighted enrollment factor for each student as part of the Individualized Education Plan (IEP) process for all students receiving special education services. The AEA continually monitors services for eligible students. The matrix used to assign these points is developed and published by the Iowa Department of Education (see attached weighted matrices: [ECSE](#) and [K-12](#)). Points are assigned based on factors such as curriculum modification, specially designed instruction related to all goal areas (regardless of setting), support for school personnel, efforts related to Least Restrictive Environments, and supplementary aids and services or specialized transportation. The weighted enrollment factors are categorized into three levels: Level 1, Level 2, and Level 3. While these factors may change annually, the use of these three levels to describe the intensity and quantity of special education services has remained consistent over the years.

Each Individualized Education Plan (IEP) will be assigned a value according to this matrix, and the values will be summed. Caseloads will be capped using a simple multiplier based on the Department of Education's weighted matrix, tied to a specific formula. The total caseload number should not exceed 20 in Level 1 and 2 classrooms, or 10 in district-wide/self-contained classrooms (e.g., BD, ID, RENEW, 4+).

For Early Childhood programs, the district will adhere to the adult-to-child ratio standards outlined in the Iowa Quality Preschool Program Standards (IQPPS) and the National Association for the Education of Young Children (NAEYC). In addition, preschool teachers will complete the Caseload Matrix for their entitled individuals. By default, preschool students are assigned a Level 2 weighting unless the services and supports identified in their IEP qualify them for Level 3. To ensure quality instruction and support, caseloads in preschool classrooms will not exceed 15 points for students who are entitled individuals.

Caseload formula:

Level 1 will be assigned a multiplier of 1.0

Level 2 will be assigned a multiplier of 1.15

Level 3 will be assigned a multiplier of 1.6

EXAMPLE		
Name	Weighted Level	Multiplier
Student One	Level 1	1.0
Student Two	Level 2	1.15
Student Three	Level 3	1.6
Student Four	Level 2	1.15
	TOTAL	4.9

Teacher caseloads may be exceeded by up to 10% for a period not to exceed nine weeks, providing that doing so does not compromise the teacher’s ability to deliver the services and supports outlined in students’ IEPs. When a caseload exceeds the limit, the Director of Special Education will collaborate with the building principal and the teacher to assess the situation and determine the necessary supports to maintain the quality of services for students.

4) What procedures will a special education teacher use to resolve caseload concerns?

If a special education teacher has concerns about their caseload, the following procedures will be followed:

- A. The special education teacher shall request a meeting with the building principal or designee via email. This meeting must be granted and should occur in a timely manner. The meeting will be informal and solution-focused, with the goal of collaboratively addressing the concern and identifying potential supports. The following guiding questions may be used to facilitate the discussion:
 - a. Are the IEP weightings accurate and up to date?
 - b. Are support staff (e.g. paraprofessionals) adequately trained to assist with daily instructional and support tasks?
 - c. Is there regular and meaningful collaboration with paraprofessionals regarding student IEPs?
 - d. Are all IEP timelines and procedural safeguards being met?
 - e. Is communication with families and other professionals effective and consistent?
 - f. Are systems in place for progress monitoring and data analysis?
 - g. Has the teacher received adequate professional development, training, and/or mentorship?

- B. If the teacher is not satisfied with the outcome of the initial meeting and believes further consideration is warranted, a written notice of the concern must be submitted to the building principal within five working days--or within a mutually agreed upon time established during the informal meeting. The written notice should clearly outline the specific caseload concern and include a suggested or preferred resolution.
- C. The building principal will convene a review committee within 10 working days of receiving the written notification to hear the teacher's concern and engage in collaborative problem solving. The committee will include the building principal and the referring special education teacher, and may also include a special education colleague from within the building, a Heartland AEA staff member, and other individuals who may contribute to resolving the concern. Prior to the meeting, relevant data will be collected to inform the discussion and guide possible solutions. This data will include:
- The special education teacher's weekly schedule, including the delivery of Specially Designed Instruction (SDI) minutes for each student served
 - The SDI minutes documented in each student's IEP for all goal areas
 - Progress monitoring data for each student's goal areas
 - Complete a Caseload Concern Matrix. Use the following matrix to calculate your total caseload value. Multiply the number in each category by the assigned factor and sum the total to determine caseload impact. A workable caseload range is 45-70 points.

#	Caseload Element	Multiplier	Total
1	Number of students receiving special education services on your roster	x 1	
2	Number of goals for which you collect data	x 0.5	
3	Number of students receiving specially designed instruction (SDI)		
3a	--Up to 2 hours per day	x 1	
3b	--Between 2-5 hours per day	x 1.25	
3c	--More than 5 hours per day	x 1.5	
4	Number of teachers you collaborate with	x 1	
5	Number of students with a 3-year reevaluation this year	x 0.25	
6	Number of students taking Alternate Assessment	x 1.5	
7	Number of teachers with whom you co-teach	x 1	
8	Number of associate you supervise	x 1	

9	Students receiving additional services (e.g. speech, OT, PT, AT, hearing, vision, Medicaid billable services)		
9a	--Students receiving up to 3 services	x 0.5	
9b	--Students receiving more than 3 services	x 1	
10	Number of students with a Behavior Intervention Plan (BIP)	x 1.15	
	Total		

This data must be submitted to the building principal at least two working days prior to the review committee meeting. During the meeting, the review committee will review the information and evaluate available resources and scheduling options. Potential solutions may include realigning student assignments, reassessing associate support, reorganizing teacher resources, or prioritizing collaboration efforts to enhance the delivery of special education services to all students. Within five working days--or within a mutually agreed upon timeframe set by the teacher and principal--the principal will provide a written response outlining the resolution. This response will be shared with both the teacher and the Southeast Polk Director of Special Education.

- D. If the teacher who requested the review is dissatisfied with the written response outlining the resolution, they may submit a formal written appeal to the Southeast Polk Director of Special Education. The appeal must clearly outline the original concern, include the written decision from the review committee, and provide all relevant data that was submitted prior to the committee meeting.
- E. Within ten working days--or within a mutually agreed upon timeframe established by the teacher and principal--of receiving the appeal, the Director of Special Education will convene a meeting with the teacher and building principal to further discuss the concern. Following the meeting, the Director will provide a written response to both the teacher and the principal, outlining the decision and any next steps.
- F. If the teacher does not agree with the decision rendered by the Director of Special Education, they may submit a final appeal to the Heartland AEA Director of Special Education for further review and resolution.
- G. The Heartland AEA Director or designee will meet with the personnel involved to review the concern and will provide a written decision outlining the resolution.

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 the identified needs by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The Southeast Polk School District will regularly review the State's Performance Plan (SPP) and Annual Progress Report (APR) to assess priorities and determine necessary action steps. The district will collaborate closely with both the state and the AEA to ensure alignment with these standards. If the district meets the State Performance Plan and Annual Progress Report requirements, the delivery system will be considered effective. However, if the district does not meet the established requirements, an action plan will be developed to address the areas of concern.

The district will evaluate the effectiveness of its delivery system through the following methods:

- **Individual Student IEP Goal Progress Monitoring**
Regular and on-going progress monitoring data will be reviewed by special education and general education teachers, AEA, and administrators, as appropriate. This review aims to assess whether students are making adequate progress, determine if instructional adjustments are needed, and identify if other interventions should be considered. Any necessary changes to goals, proficiency criteria, or the least restrictive environment will be made through an IEP team meeting.
- **School-Aggregated Data by School and District**
At each grading/reporting period, each school will review student progress monitoring data, including formative and summative assessments. The performance of students with IEPs will be discussed by teams that include general education teachers, special education teachers, and administrators. Gaps in achievement, growth, and educational opportunities will be reviewed as part of the discussion and planning process.
- **District-Disaggregated Data by School Levels**
On an annual basis, the district's Leadership Team will review data for each school, including the plans described above. Data for students with IEPs will be disaggregated by school level (elementary and secondary) to examine performance trends and guide future actions.

Assurances

The Southeast Polk School District assures the provision of a comprehensive system for delivering instructional services, including a full continuum of services and placements to meet the needs of eligible individuals aged 3 to 21. The district will provide the following:

A. Accommodations and Modifications to the General Education Environment

The district will provide accommodations and modifications to the general education environment and program, ensuring that eligible individuals aged 3 through 5 receive Specially Designed Instruction (SDI). This includes modifications and adaptations of curriculum, instructional techniques, strategies, and instructional materials as needed to meet the unique needs of eligible students.

B. Cooperative Provision of Specially Designed Instruction

Specially Designed Instruction and related services will be delivered through collaborative efforts between special education teachers and general education teachers in the general education classroom. This cooperative model ensures that instructional support is integrated into the general education setting.

C. Specially Designed Instruction in Specialized Settings

In cases where necessary, Specially Designed Instruction will be provided by a special education teacher either in the general education classroom or an alternate setting. This may also include consultation with general education teachers to support the integration of SDI into the general education curriculum.

D. Organized Specially Designed Instruction Based on Educational Needs

Specially Designed Instruction will be provided to eligible students with similar educational needs. Students will be grouped based on the type of curriculum and instruction required, as well as the severity of their educational needs, ensuring that services are tailored to best support their individual goals.

The district assures that, prior to adoption by the Board of Education, the proposed service delivery system was made available for public review and comment. Input from the general public was considered as part of the development process.

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.

The district assures that the AEA Director of Special Education has reviewed and verified that the service delivery system is in compliance with the Iowa Administrative Rules of Special Education.

The district assures that the Southeast Polk Board of Education has approved the special education service delivery plan for implementation.

District and AEA Special Education Director Checklist for Requirements

District: Southeast Polk CSD

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director/Designee comment:
X	Development of review committee with appropriate representation	
X	AEA represented by Director appointee	
X	Description of special education instructional services include full continuum	
X	Caseload descriptions includes <ul style="list-style-type: none"> ● A definition of teacher caseload (e.g., number of students, number of points, etc) ● Who will monitor caseloads ● How often caseloads will be monitored 	
X	Description of procedures for resolving caseload concerns	
X	Description of how the district will address: <ul style="list-style-type: none"> ● SPP/APR targets ● LEA determinations assigned by the state ● Plan evaluation and effectiveness 	
X	Plan submitted to the AEA Special Education Director by: Stacy Volmer, Regional Director, Designee	



AEA Special Education Director or Designee Signature

8/27/2025

Date

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan



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