



**NORTH POLK
COMMUNITY SCHOOL
DISTRICT**

**SPECIAL
EDUCATION
DISTRICT
DEVELOPED
SERVICE
DELIVERY PLAN**



***LEARNING FOR ALL
BY
LEARNING FROM ALL***





ESTABLISHED: JULY 1, 1956

COMMUNITIES:

ALLEMAN / ELKHART / SHELDAHL / WHITE OAK / POLK CITY / ANKENY

LEARNING FOR ALL, BY LEARNING FROM ALL.

The North Polk Community Schools exist for ALL learners to become:

Quality Producers

Knowledgeable People

Problem Solvers

Effective Communicators

Collaborative Workers



Our core values include:

Resilience

Resourcefulness

Responsibility

Relationships

Respect



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INTRODUCTION

The North Polk Community School District has a legacy of outstanding academic performance, as well community and family support. In addition to being recognized as one of the most innovative districts in Central Iowa, the NPCSD is served by high-performing collaborative teams committed to educating all students at high levels by preparing and inspiring them to achieve their full potential.

The purpose of this Special Education District Developed Service Delivery Plan is to outline teacher, paraeducator & administrative leadership actions to be taken during the 2022-2023 academic school year in all five of our North Polk Schools.

The process includes a variety of inclusive strategies building on current successes; identifying areas of need; and looking forward to the future. Long term goals include developing and sustaining plans for the next five years.

During the research and action plan process, the following leadership challenges and opportunities were identified:

- Enhance the communication system from the district office to all schools as well as our families and community members.
- Redesign our General & Special Education Academic Plan plan to refocus priorities and goals for the next five years based on innovative academic leadership that involves the NPCSD implementing best practices in inclusive learning and a culture of least restrictive environment.
- Continually invigorate the health of the collaborative culture and the work of the high performing teams; cultivate a positive school culture through comprehensive school improvement plans, district wide goals and platforms for celebration.
- Develop master schedules that outline effective general education & special education teachers to build their collective efficacy on content knowledge, which is subject specific and progress monitor student growth collaboratively.
- All staff members will build meaningful trusting relationships through collaboration and feedback by being visible and accessible to the entire school community.

The North Polk Community School District is unified and committed to learning from all, by learning for all. This most certainly includes our students with identified disabilities. It is our obligation to provide entitled students Specially Designed Instruction (SDI) as outlined in their Individualized Education Plan (IEP). A learner eligible for special education services in Iowa is entitled to SDI at no cost to the family, to meet their unique needs as a learner with a disability. This includes adapting as appropriate to the needs of the individual learner, the content, methodology, or delivery of instruction to address their unique needs that result from a disability and to ensure access to the general curriculum, so that they can meet the educational standards that apply to all children (IAC 41.39). The 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 (CFR.300.1; IAC 41.1).

CONTINUUM OF SERVICES

- The NPCSD will provide access to a continuum of services for all eligible individuals (ages 3-21) based on their Individual Education Plan.
- Students may receive different services at multiple points along the continuum based on their Individual Education Plan .
- Services will reflect individual needs as it pertains to the environment, curricular materials, and instructional strategies needed for the child.
- Services will be provided within the district or through contractual agreement with other districts or agencies, based on the needs of the student.
- Continual monitoring of student's progress relative to each goal in the Individualized Education Plan will occur to ensure Free Appropriate Public Education is provided to students in their Least Restrictive Environment. More restrictive options along the continuum will only be considered when less restrictive points on the continuum have been unable to meet the needs of an individual student.

Consulting Teacher

The student is served in the general education classroom with consultation and support from the special education teacher. A special education teacher provides consultation to the general education teacher who carries the primary responsibility for collaboratively designing and implementing adapted instruction.

Least restrictive

Most restrictive



**Consulting
Teacher**

Co-Teaching

SDI In Gen. Ed.

Special Class

Special School

Healthcare/Homebound

Special Education Teacher

General Education Teacher

- **Assist the general education teacher with:**
 - Instructional design and preparation of materials
 - Application of skills in the general education setting,
 - adaptations and accommodations and/or
 - modifications as outlined in the IEP

- Implement high-quality instruction with necessary adaptations and accommodations
- Consult regularly and frequently with the special educator

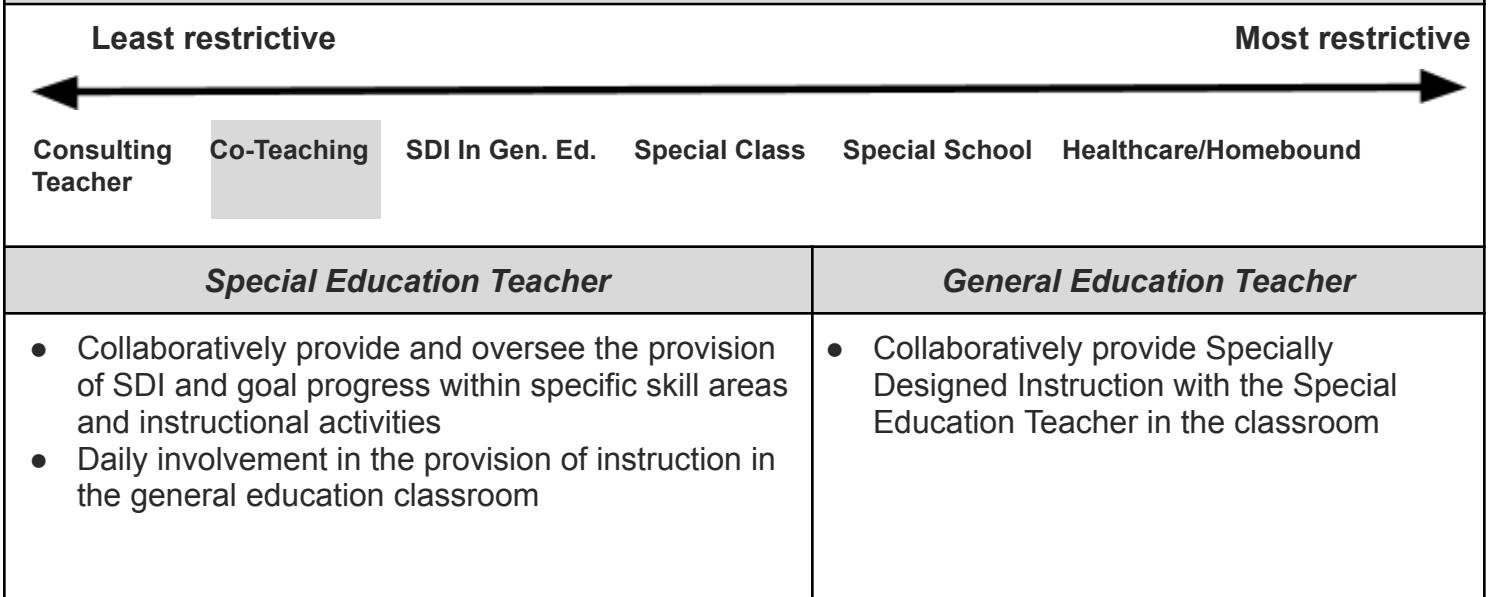
- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the North Polk standards.

Embedded Co - Teaching

The student receives direct special education support in the general education classroom through the co-teaching model. Co-teaching is defined as two teachers (one general ed. and one special ed.) physically present in a heterogeneous classroom with joint and equal responsibility for classroom instruction. Iowa has adopted the Marilyn Friend co-teaching model and approaches as follows:

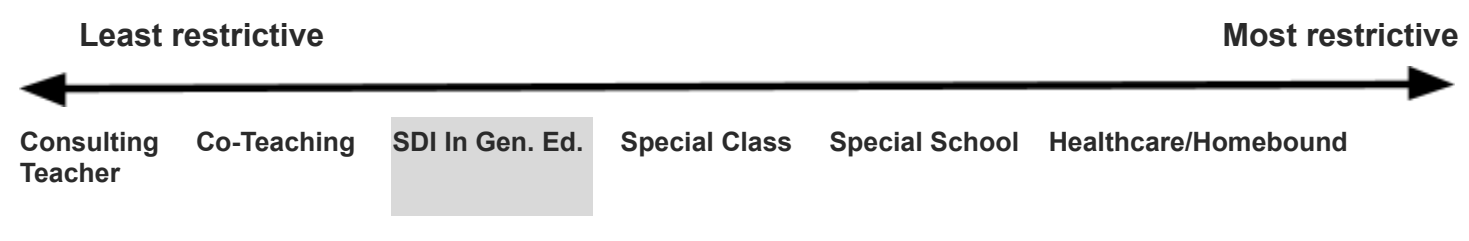
- Station teaching: Teachers are at stations and students move from station to station.
- Parallel teaching: Teachers simultaneously provide instruction through use of such structures as split class, cooperative learning, and lab settings. Teachers can provide the same or different content during parallel teaching.
- Alternative teaching: One teacher instructs a large group, the other teacher instructs small flexible student groups.
- Teaming: Teachers jointly present the same content at the same time through such structures as “tag team” and other teaming structures.
- One teach, one observe*: One teacher provides instruction, while the other observes student learning to assess learning and gather data.
- One Teach, one assist*: One teacher provides instruction while the other teacher assists individual students or small groups.

*It is not recommended to use One Teach, One Observe or One Teach, One Assist as the primary approach or to consistently rely on only one approach.



SDI in the General Education Environment

The student receives special education support in the general education classroom, in which the special education teacher pushes into the general education classroom at targeted times for the purpose of sharing responsibility to provide SDI, accommodations, and/or modifications to allow the student to access the general education curriculum and for skill-building, resulting in increased capacity of general educators to differentiate and execute the IEP with fidelity.



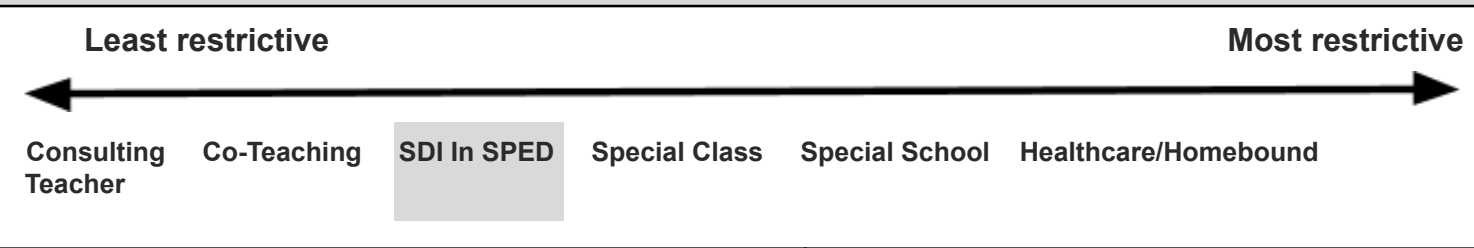
<i>Special Education Teacher</i>	<i>General Education Teacher</i>
<ul style="list-style-type: none"> ● Provide direct designed instruction to the student or group of students in the general education classroom at targeted times ● Provide strategy and skill instruction (including remediation, pre-teaching or reteaching) to students with IEP's 	<ul style="list-style-type: none"> ● Oversee all general education instruction ● Collaboratively provide accommodations and/or modifications needed to enable access

General Education and Special Education Teacher Responsibilities:

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the North Polk standards.

SDI in the Special Education Environment

The student receives SDI in a special education or separate, pullout classroom or educational setting for portions of the day. SDI support is aligned to the general education curriculum and provided by the special education teacher. This occurs when the student’s needs cannot be appropriately provided in the general education setting with support only.



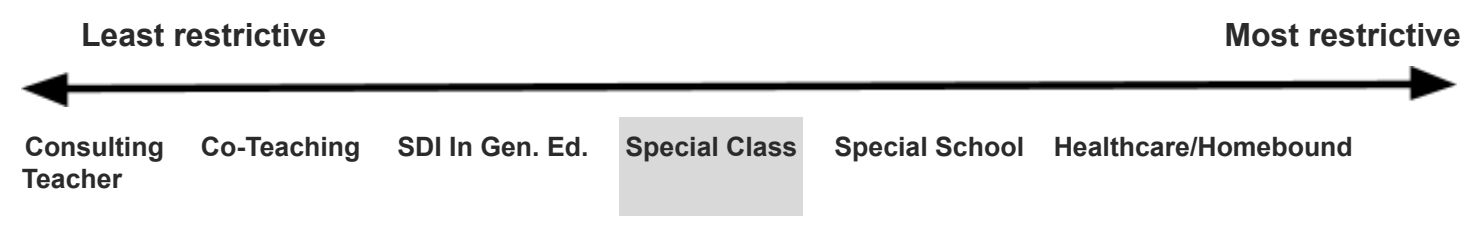
<i>Special Education Teacher</i>	<i>General Education Teacher</i>
<ul style="list-style-type: none"> ● Provide specially designed instruction that aligns with the district’s standards ● In addition to the instruction provided in the general education classroom 	<ul style="list-style-type: none"> ● Provide accommodations and/or modifications needed to enable access

General Education and Special Education Teacher Responsibilities:

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the North Polk standards.

Special Class

The student may receive SDI services he/she needs in a special education or separate educational setting for most or all of the day, when the services cannot be appropriately provided in the general education setting. This is often referred to as a “self-contained” setting and is modified to meet the unique needs of the student(s). This means the student is receiving most of his or her primary instruction separate from non-disabled peers.



<i>Special Education Teacher</i>	<i>General Education Teacher</i>
<ul style="list-style-type: none"> Direct, specially designed instruction which is tied to the general education curriculum. Provided by a certified special education teacher to an individual student with an IEP or small group of students with IEPs. 	<ul style="list-style-type: none"> Collaborate with special education teacher(s) to provide instruction and guided interaction with non-disabled peers throughout the day, when possible.

General Education and Special Education Teacher Responsibilities:

- Engage in ongoing communication and professional learning with each other to assist with understanding of learning progressions within the North Polk standards.
- Reverse consultation may be provided by the general education teacher to the special education teacher in order for the student to receive indirect access to the general education curriculum.

Special School

The student may receive services in a separate location in a school specialized to meet the needs of the student, when SDI services cannot be appropriately provided in the general education setting or the regular school.

Least restrictive

Most restrictive



Consulting Teacher Co-Teaching SDI In Gen. Ed. Special Class **Special School** Healthcare/Homebound

Special Education Teacher

General Education Teacher

- Intensive instructional services provided in a highly structured setting by certified special education teachers and staff

- Services may not be provided by a general education teacher depending on the situation

Healthcare Facility / Homebound

The student who is unable to attend school for a period of time due to health needs, such as recovering from surgery, a compromised immune system or mental illness, could receive SDI services in a healthcare facility or at home.

Least restrictive

Most restrictive



Consulting Teacher Co-Teaching SDI In Gen. Ed. Special Class Special School **Healthcare/Homebound**

Special Education Teacher

General Education Teacher

- Instructional services provided by a certified special education teacher

- Services may not be provided by a general education teacher depending on the situation

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. The content requirements of the District Developed Plans will be met through a set of six questions and a series of assurances.

- Participants include:
 - *Amanda Hogenson - SPED Teacher / West Elementary*
 - *Amy Lucas - SPED Teacher / West Elementary*
 - *Kathy Hron - SPED Paraeducator / West Elementary*
 - *Jenny Schmidt - SPED Paraeducator West Elementary*
 - *Cory Allison - Principal / West Elementary*
 - *Amanda Parker - Principal / Big Creek Elementary*
 - *Amy Larson - SPED Teacher / Central Elementary*
 - *Sarah Bowser - Instructional Coach / Central Elementary*
 - *Tammy Rasmussen - Parent / Middle School*
 - *Michelle Bakken - SPED Teacher / Middle School*
 - *Jon Richards - Principal / Middle School*
 - *Tami Sullivan - SPED Teacher / Middle School*
 - *Ben Wolf - Assistant Principal / Middle School*
 - *Ryan Halterman - SPED Teacher / High School*
 - *Angela Pardun - SPED Teacher / High School*
 - *Lisa Messelheiser - AEA Consultant*
 - *Brenda Gerdes - AEA Consultant*
 - *Stacy Volmer - AEA Regional Director*
 - *Matthew Blackmore - Director of Special Programs / District*
 - *Hunter Fleshner - Communications Specialist / District*

→ Question #1: What process was used to develop the special education delivery system for eligible students?

The Special Education District Developed Service Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The groups of individuals who developed the system included parents of eligible students, special education teachers, general education teachers, administrators, and the Heartland AEA.

The Special Education District Developed Service Delivery Plan will go to the School Board in May of 2022. After Board approval, it will be shared with District personnel through ongoing professional learning opportunities as well as the public via the school website.

→ Question #2: How will services be organized and provided to eligible students ages 3-5?

The NPCSD Community School District will adhere to the federal data regarding definitions of settings for preschools.

- Regular Early Childhood Program: Less than 50 percent children with disabilities
- Early Childhood Special Education Program (ECSE): More than 50 percent children with disabilities

The North Polk Community School District will provide access to the continuum of services for all eligible individuals based upon their Individual Education Program (IEP). Services may be provided within the district or through contractual agreement with other districts and/or agencies (i.e. early childhood programs in the community). The North Polk School District will examine preschool services annually to determine the availability of regular early childhood programs within the district. The Early Childhood continuum is listed below:

Core Instruction with Consultative Teacher Services

Option 1: Regular Early Childhood Program

Licensure:

- General Education Teacher - Pre-Kindergarten
- Special Education Teacher - Early Childhood Special Education

Teacher Responsibilities:

- General Education Teacher - Classroom instruction and implementation of adaptations and accommodations as specified in the IEP
- Special Education Teacher - Monitors the implementation of services described in each IEP and monitors student progress relative to goals in the IEP

Student Population:

- Less than 50 percent of the children entitled to special education

Option 2: Regular Early Childhood Program taught by a Teacher with Dual Licensure Licensure:

Licensure:

- Dual Licensure: General Education Teacher with PreKindergarten and Early Childhood Special Education

Teacher Responsibilities:

- Provides general education and special education instruction

Student Population

- Less than 50 percent of the children entitled to special education

Embedded Instruction

Regular Early Childhood Program

Licensure:

- General Education Teacher - PreKindergarten or Dual Licensure
- Special Education Teacher - Early Childhood Special Education

Teacher Responsibilities:

- Classroom instruction is co-planned to allow for seamless integration and support
 - Special Education Teacher - monitors the implementation of services described in each IEP
- Student Population:
- Less than 50 percent of the children entitled to special education

Supplemental or Supplanted Instruction

Early Childhood Special Education Program

Licensure:

- Special Education Teacher - Early Childhood Special Education Teacher
- Responsibilities:
- Provides classroom instruction and accommodates or modifies the general education curriculum to meet the needs of the students
- Student Population:
- More than 50 percent of the children entitled to special education

→ Question #3: How will services be organized and provided to eligible students in Kindergarten through age 21?

The North Polk Community School District will provide the following services for all students served in special education.

Core Instruction with Consultative Teaching Services:

Core instruction is the District's guaranteed and viable curriculum. Specially Designed Instruction (SDI) can be provided in the general education setting when student skill is close to grade level. The purpose of instruction is to address specific skill deficits, close to grade level, that can be taught through the delivery of differentiated core instruction. Intensity of instruction is minimal and can be provided in the general education setting by the general education teacher. Indirect services would be provided by the certified special education teacher to a general education teacher through planned and purposeful collaboration.

Embedded/Co-taught Instruction:

Embedded/Co-taught instruction is specially designed instruction provided in the general education setting that enhances core instruction in a way that is specific to student needs, as defined in the IEP. The purpose of instruction is to address specific skill deficits, close to grade level, that can seamlessly be embedded within the core instructional environment. Intensity of instruction is minimal and can be provided in a general education setting where a general education teacher and special education teacher collaborate to plan and deliver core instruction, as well as SDI for identified students.

Supplemental Instruction:

Supplemental instruction is specially designed instruction provided in the special education setting that takes place in addition to core instruction. The purpose of instruction is to backfill skills and focus on unfinished learning of previous grade level standards that may not be covered in core and/or require more intensity of instruction that can realistically be provided in an embedded setting. Supplemental instruction does not replace core instruction provided in the general education setting.

Supplanted Instruction:

Supplanted instruction is specially designed instruction that modifies a student's core experience and essentially redefines, or supplants, the student's core standards. Instruction occurs in a special education setting. Alternate standards and modified curriculum supplants core instruction. Supplanted instruction should only be considered when requirements of a Free

and Appropriate Public Education (FAPE) cannot be provided in the general education environment. The purpose of instruction is to teach specific skills either modified from district grade-level standards or identified by the Iowa Core Essential Elements. The IEP team should consider the student's vision, including living, learning, working, when prioritizing the standards and skills that will be addressed.

Services for eligible students post graduation (4+ Transition Services):

Transition 4+ services are part of the student's secondary schooling and are included in the Individualized Education Program (IEP). Specifically, the purpose of 4+ services is to fulfill unmet transition needs resulting from the student's disability as identified in the student's IEP. These services are those provided through a district's continuum of services to address any gaps between instruction designed for the student to meet the district's secondary general education requirements and the completion of a FAPE.

→ Question #4: How will caseloads of special education teachers be determined and regularly monitored?

The North Polk Community School District will determine the caseloads of special education teachers by the following services.

A caseload represents the number of students with Individual Education Plans (IEPs) for whom a teacher serves as the case manager and is responsible for writing the implementation of the IEP. Measure of a caseload is critical in order to ensure that teacher caseloads do not become unmanageable and compromise the provision of services prescribed in the student IEPs.

Caseloads will tentatively be determined in the spring for the following school year. Caseloads may be modified based on summer registration and actual fall enrollments. In addition, caseloads will be reviewed by individual special education teachers with their building principals and/or the District Special Education Director during the following timeframes:

- Between September 1st - 15th
- Between December 1st - 15th
- Between April 1st - 15th

A teacher may be assigned a caseload within a range of **45-50** total points. This caseload limit may be exceeded by 10% for a period of time not to exceed nine weeks, if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the student's IEPs.

In determining teacher caseloads, the North Polk Community School District will use the following values to assign points to the services of each eligible individual receiving a specially designed instructional program in the District. Caseloads will be managed electronically and can be updated by teachers as a result of roster changes, schedule changes, and/or new and exiting students.

NORTH POLK
SPECIAL EDUCATION ROSTER/CASELOAD
SCORING MATRIX

<p>1. Total number of students served with an IEP on your roster? a. (Preschool Only) Total number of students served in General Education on your roster?</p> <p style="text-align: right;">TOTAL</p>	<p>X 1.0 X 0.25</p> <p>_____</p>
<p>2. Identify the number of students provided instruction in each category below: Minutes should be taken from the IEP services page. Indicate direct instruction minutes from this teacher only, including specially designed instruction in a co-taught setting.</p> <p>a. Up to ½ hour of SDI per day b. More than ½ hour and up to 1 hour of SDI per day c. More than 1 hour and up to 2 hours of SDI per day d. More than 2 hours and up to 3 hours of SDI per day e. More than 3 hours of SDI per day f. Supplanted Instruction</p> <p style="text-align: right;">TOTAL</p>	<p>a. 0.75 b. 1.0 c. 1.25 d. 1.50 e. 1.75 f. 3.0</p> <p>_____</p>
<p>3. How many students are on a Behavior Intervention Plan on your roster?</p> <p>a. BIP b. BIP includes a safety plan that includes all or most of the following: CPI, de-escalation, physical aggression, Chapter 103 reports, self-injurious behavior, elopement, paraeducator and frequent data analysis c. BIP with additional team(s) support</p> <p style="text-align: right;">TOTAL LIST STUDENTS:</p>	<p>a. 1.0 b. 1.50 c. 2.0</p> <p>_____</p>
<p>4. How many Paraeducators do you manage in order to provide support services to your roster students?</p> <p>a. Sole management of the Paraeducator b. Shared management of the Paraeducator</p> <p style="text-align: right;">TOTAL LIST STUDENTS:</p>	<p>a. 0.75 b. 0.25</p> <p>_____</p>
<p>5. How many students do you administer the following assessments for?</p> <p>a. Iowa Alternate Assessment - Dynamic Learning Maps (DLM) b. Early Literacy Alternate Assessment (ELAA)</p> <p style="text-align: right;">TOTAL LIST STUDENTS:</p>	<p>a. 2.0 b. 2.0</p> <p>_____</p>
<p>6. How many students on your roster have support services including: Speech, OT, PT, Assistive Technology, Hearing Itinerant, Vision Itinerant, outside agency & Health/Behavioral Medicaid billable services?</p> <p>a. 1 service per student b. 2 services per student c. 3 or more services per student</p> <p style="text-align: right;">TOTAL LIST STUDENTS:</p>	<p>a. 0.25 b. .5 c. 1.0</p> <p>_____</p>
<p>7. How many grade levels of students are represented on your roster?</p> <p>a. 1-2 grade levels b. 3 grade levels c. 4 or more grade levels</p> <p style="text-align: right;">TOTAL LIST STUDENTS:</p>	<p>a. 0.25 b. 0.5 c. 0.75</p> <p>_____</p>

TOTAL POINTS: _____

→ Question #5: What procedures will a special education teacher use to resolve caseload concerns?

The North Polk Community School District will provide the following procedures for special education teacher caseload concerns.

The following procedures are to be used to resolve concerns about special education caseloads.

1. Teacher/Principal Informal Meeting

- The teacher shall request a meeting via email that shall be granted with the building principal to discuss caseload. The principal will schedule this meeting within five (5) working days. The teacher requesting the meeting is responsible for gathering relevant information to present at this informal meeting. Information might include, but is not limited to: an updated caseload, Individual Education Plans (IEPs), daily schedule, instructional groupings, etc. The meeting will be solution focused and use the information presented to work towards a resolution. The principal will keep a record of the meeting date, teacher name, concerns, and possible revisions to caseload. The principal will follow up with the teacher and touch base on the effectiveness of the resolution within a reasonable timeframe. If an acceptable resolution is reached, the process ends. The process can be reset if necessary. If there is not an acceptable resolution, a formal written request of concern can be submitted.

2. Formal Written Request of Concern

- If the teacher feels further consideration is warranted, written notice of the concern will be submitted to the building principal within five (5) working days following the informal meeting. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.

3. Committee Review

- The building principal will convene a review committee within ten (10) working days to listen to the concerns from the referring teacher and to problem solve. The committee will consist of the referring teacher, the building principal, a special education colleague within the building, a Heartland AEA staff member, and others as needed. All teacher information, along with any additional information provided by the building principal or Director of Special Programs will be shared with the committee at least one (1) day prior to the meeting. During the meeting, the review committee will consider the available resources and scheduling possibilities. Corrective actions considered may include: realigning student rosters, reviewing associate assignments, reorganizing teacher resources, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. Within five (5) working days after the meeting, the principal will submit a written response of resolution to the teacher and the review committee. A copy will also be given to the Director of Special Programs.

4. Formal Written Appeal

- If dissatisfied with the response from the committee review, the teacher has five (5) working days after receiving the written response to submit a written appeal to the Director of Special Programs. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all of the additional information that was gathered prior to the review committee meeting. Within ten (10) working days after receiving the appeal, the Director of Special Programs shall convene a meeting with the teacher and principal to discuss the concern. The Director of Special Programs shall then submit a written response and resolution to the teacher, as well as provide a copy to the principal and Chief Academic Officer. This will be completed within five (5) working days.

5. Additional Formal Written

- Appeal If dissatisfied with the response from the Director of Special Programs, the teacher may provide a written appeal to the Director of Special Programs. This written appeal should occur within five (5) working days of receiving the response from the Director of Special Programs. The Director of Special Programs will make the final decision within five (5) working days. A written response shall be provided for all parties involved.

→ Question #6: How will the delivery system for eligible students meet the targets identified in the state’s performance plan? How will the delivery system for eligible students 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 students?

The North Polk Community School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan. The District will work in collaboration with the state and AEA. If the District meets the State Performance Plan(SPP) and Annual Progress Report (APR) requirements, the delivery system will be considered effective. If the North Polk Community School District does not meet requirements, the District will develop an action plan.

The ways of evaluating the effectiveness of the delivery system are detailed below in these examples:

Individual:

- Individual student progress on IEP goals will be reviewed and discussed on a regular and on-going basis by the special education and general education teacher(s) along with the AEA consultant/specialist and school administrator as appropriate. The purpose of this review is to determine if adequate progress is being made, if any adjustment in instruction is needed, or if other targeted or intensive interventions through Multi-Tiered System of Supports (MTSS) or special education should be considered. (Note: Changes in goals, proficiency criteria, or least restrictive environment must occur through an IEP team meeting.

School-Aggregated by School and District:

- Each school in the District will review student progress monitoring, formative, or summative data at grading/reporting periods. The performance of students with IEPs will be reviewed and discussed by teams, which include general education teachers, special education teachers, and administrators. Gaps in achievement, growth, and educational opportunities will be included as items for discussion and planning.

District-Disaggregated by School Levels:

- At the District level, data for each school, along with the plans as described above, will be reviewed on an annual basis by the District’s leadership team. Data for students with IEPs will also be disaggregated and examined by school level (elementary, middle, high).

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:

1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which individuals aged 3 through 5 receive specially designed instruction, including modifications and adaptation of curriculum, instructional techniques, strategies and instructional materials.
2. The provisions of specially designed instruction and related activities through cooperative efforts of the special education teachers and the general education teachers in the general education classroom.
3. The provision of specially designed instruction on a limited basis by a special education teacher in the general education classroom or in an environment other than the general education classroom, including consultation with general education teachers.
4. The provision of specially designed instruction to eligible students 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.
- 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.