



Guidance Document: Service Delivery Statement

The purpose of the service delivery statement is to provide a comprehensive overview of what a student's day and/or week looks like. It encompasses a summary of all of the specialized instruction that will be provided and by whom, any special factors the team marked "yes" to and any additional services the student accesses.

DO:

- Provide enough detail that an unfamiliar reader should understand what the student's typical day or week looks like and what specific programming is necessary for the student to be successful.
- Provide enough detail that an IEP Team receiving the IEP would be able to implement the services exactly as they were intended by the sending IEP Team.
- Capture services not listed in the grid, such as Audiology, or Indirect Services that will be periodically provided and monitored.
- Note the existence of special factors the team marked "Yes" to, such as a Behavior Intervention Plan, a Health Care Plan, or special transportation. Include whether the student is being instructed on Extended Evidence Outcomes and will be taking the DLM.
- Note the Team's decision on Extended School Year Eligibility.
- Include interventions received through General Education, such as literacy or math support.
- Indicate if there are supervision or monitoring needs for safety, medical, or other reasons.
- **Include this statement: Parents were given their Due Process Rights, information about their child's disability, and information about community resources.**

- **Include (if appropriate): Special Education services will be provided by the Special Education Teacher and/or Paraprofessional under the direct supervision of the Special Education Teacher**
- **Include (as appropriate): Speech Language services will be provided by the Speech Language Pathologist (SLP) or Speech Language Pathology Assistant (SLP-A) under the direct supervision of the SLP.**
- **Include (as appropriate): Occupational Therapy services will be provided by the Occupational Therapist (OT) or the Occupational Therapy Assistant (COTA) under the direct supervision of the OT.**

Remember:

- If the student will be transitioning during the upcoming year (i.e. preschool to elementary or junior high to high school), note this transition in the Service Delivery Statement and reflect it in the grid if times or service providers will change during the course of the year.
- Specialized Service Provider minutes are monthly in the grid, Special Education Teach time is weekly.
- Do not include a student's eligibility category or the number of service minutes in the Service Delivery Statement.

Example:

Fanny will be provided all Special Education and related services at Brainsville Middle School and in accordance with the Grow-well school district calendar. Fanny will be provided curb-to-curb specialized transportation, with a harness, and receive adult supervision and monitoring upon arrival and departure from campus. Fanny will have adult supervision and monitoring for safety throughout the school day and in all school environments. Fanny will receive instruction in the Special Education classroom and attend remedial reading, specials, and lunch in the General Education setting. She will receive Special Education services from a Special Education Teacher and/or Paraprofessional under the direct supervision of the Special Education Teacher for functional daily living skills, communication support with her AAC, mobility and orientation support to access the school and life skills instruction. During lunch Fanny is escorted by a

Paraprofessional who assists her in making choices, carrying the lunch tray, opening and cutting food while monitoring for choking safety. Fanny's behavior will be monitored through her Behavior Intervention Plan which is individualized to address target behaviors in need of improvement and includes an individualized crisis plan. Fanny has a Learning and Media Plan, which is attached and addresses visual challenges and functional communication skills. A Health Care Plan is also attached. In addition to the direct services outlined in the grid below, Fanny will receive indirect physical therapy services and orientation and mobility services in order to address any concerns which may arise with access to her educational environment. The physical therapist and orientation and mobility teacher will report on progress quarterly and this information will be included in quarterly special education progress notes. The IEP team discussed Fanny's eligibility for the Extended School Year and at this time she does not meet the criteria for eligibility. Fanny is instructed according to Extended Evidence Outcomes and will participate in the Colorado Alternative Assessment (DLM). Parents were given their Due Process Rights, information about their child's disability, and information about community resources.

Example:

Fanny will be provided all special education and related services at Brainsville Middle School and in accordance with the Grow-well school district calendar. Fanny will receive direct support from the special education teacher and/or para professional under the supervision of the special education teacher in the areas of writing and math. Fanny receives literacy support from the BMS literacy coach daily with growth in reading comprehension monitored by the special education teacher. Fanny is not eligible for Extended School Year services at this time. Parents were given their Due Process Rights, information about their child's disability, and information about community resources.