

Volusia County Schools ESE Service Delivery Continuum

Volusia County Schools (VCS) is committed to providing a continuum of supports for *all* students. When students struggle academically or behaviorally or experience other barriers to learning, strategies and interventions are put in place to address student needs. This continuum of supports applies to students who are solely general education students as well as those students who have been identified as a student with a disability or as a gifted student. As importantly, it is important to note that all students are general education students first.

With specific regard to students with disabilities, the Exceptional Student Education department of Volusia County Schools has identified a continuum of supports with the level of support provided being identified through a student's Individual Education Plan (IEP). Students with disabilities receive specially designed instruction and accommodations to meet their educational needs within general education standards. A relatively small number of students may be working toward alternative standards in modified curriculum. Further, serving the student in the Least Restrictive Environment (LRE) to meet the student's needs is a foundational principle required by the Individuals with Disabilities Education Act 2004 (IDEA) and is adhered to by VCS. Per the IDEA, there is a requirement that districts provide a continuum of placements and VCS has designed a continuum of service delivery that supports the statutory obligations.

Many students with disabilities are served under the varying exceptionality (VE) model. Generally, this model allows the district flexibility in serving the varying needs of students in the least restrictive environment, typically at the student's zone school. Inclusive scheduling, which can be facilitated by ESE Program Specialists, enables schools to design time throughout the day to serve students while appropriately meeting student needs. A major benefit of the VE model is that it enables a more fluid fading of supports based on data-based decision making so that students can more readily access the general education classes within their zoned school when appropriate.

There are certain categories of educational need which may require students to be served in schools other than their zone school because of the low rate of incidence. Students served in Multi-VE, students who have been identified as needing separate classes because of significant emotional/behavioral disabilities, and a small group of VE students needing full time separate class services within the VE feeder pattern are examples of students who may be assigned to schools other than their zone school. It should be noted that students with physical impairments or mild/moderate sensory impairments can often be appropriately served within a VE model.

The following document "*Volusia County Schools ESE Service Delivery Continuum*" illustrates the tiered supports for students with disabilities, which can extend from general education classroom with support to separate classroom ESE and in rare instances, to hospital/homebound services. In addition, "*What's Special about Special Education?*" is located in the resource section of this manual and provides important information regarding ESE within a multi-tiered system of supports and provides a framework to ensure students receive supports matched to need.

VOLUSIA COUNTY SCHOOLS
Educational Environment: Placement Continuum

Regular Class Placement 80-100% of school week with non-disabled peers	Resource Class Placement 40-79% of school week with non-disabled peers	Separate Class Placement Less than 40% if school week with non-disabled peers	Other separate environments: Public or private separate schools, residential placements, or hospital homebound
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ESE Service Delivery Continuum

SERVICE DELIVERY MODEL	General Education Classroom	General Education Classroom with ESE Support				Resource/ Separate ESE Classroom		Other Separate Environments
		Collaborative Teaching				Small Group/ Therapy (small group or Individual)	Resource/Separate ESE Class	Hospital Homebound Off Campus Instruction *Separate school & residential placement
		Consultation	Support Facilitation	Co-Teach	Small Group			
SERVICES FROM ESE PROFESSIONALS	ESE teacher may suggest interventions & strategies during problem solving process.	ESE teacher collaborates with general education teacher to plan and implement instructional strategies & accommodations	ESE teacher teams with several general education teachers to provide varied levels and frequency of direct support to students	ESE teacher and general education teacher plan and instruct within the general education class. Both teachers provide direct services to SWD	Therapies pushed into general education environment to include OT, PT, Speech and Language, and CARS as a related service, or program (i.e., for SWD who have speech and/or language services only)	Therapies pushed into separate environment outside of general education classroom to include OT, PT, Speech and Language, and CARS as a related service, or program (i.e., for SWD who have speech and/or language services only)	Instruction from ESE teachers for part or all of any subject area and part or all of the school day based on student need	Regular contact from ESE teacher determined by IEP team at student's home or out of school location. Hospital/ Homebound refuses diagnosed physical or psychiatric condition. Related services provided as indicated on the IEP (e.g., OT/PT, CARS speech/language) *Location is determined on individual basis
INSTRUCTION	Students will be instructed in the general curriculum grade level standards that include specially designed instruction, i.e., changes in content, delivery and/or methodology and accommodations. Few students, as determined by their IEP team, will be instructed in alternate (i.e., Access) standards which would require a modified curriculum.							