



Utah State  
Board of  
Education

Special  
Education  
Services

# **FLEET PERSONNEL SERVICE DELIVERY MODEL**

A UTAH STATE BOARD OF EDUCATION TECHNICAL  
ASSISTANCE DOCUMENT

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# INTRODUCTION

The fleet style personnel model is an innovative strategy designed to enhance inclusion for students with disabilities within the general education setting. This model ensures all students, regardless of their abilities, have the opportunity to learn alongside their peers. By providing high-quality, targeted instruction tailored to individual needs, the fleet style personnel model fosters an inclusive and supportive learning environment.

The fleet style personnel model uses a team of educators, as defined in the [Meaningful Inclusion for Students with Disabilities Implementation Guide](#), to deliver services outlined in students' individualized education programs (IEPs). General education teachers are joined by a moving team of educators, creating a fleet team. All fleet team members can provide special education services in a general education setting, allowing educators to address unique student needs, promoting a supportive learning environment. The fleet-style personnel model does not categorize students based on IEP, 504, Individual Language Plan (ILP), or similar designations. Instead, students are grouped according to their specific needs related to the standard's core guide skills. All fleet team members contribute based on their expertise, ensuring every student gets the necessary support to succeed.

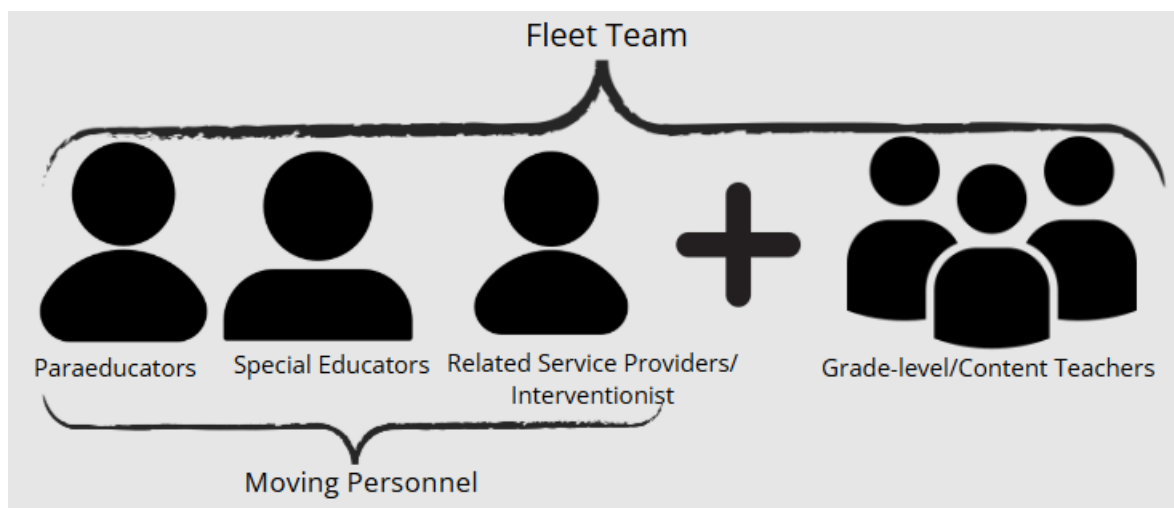
## SERVICE DELIVERY LOCATION

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The fleet style personnel model promotes inclusive practices through a push-in approach, ensuring students with disabilities receive special education services alongside their peers without disabilities. This model is optimally implemented within the general education setting. Integration allows students to participate fully in lessons, discussions, and interactions while still accessing their special education services.

## REQUIRED PROFESSIONALS

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Each grade or content participating in the fleet service delivery model is its own fleet team. The team consists of general education teachers, content teachers, and special education teachers. The team may also include related service providers, interventionists, paraeducators, or any other specialists or professionals who would be beneficial in supporting instruction in the content lessons.

Within the fleet team is a group of moving personnel comprised of special educators and other identified fleet team members who are not general education teachers or content teachers (such as reading or math specialists, interventionists, therapists, etc.). The moving personnel team members may adjust to address student needs. These professionals collaborate with grade-level and content teachers to deliver instruction and interventions for all students and specially designed instruction (SDI) for students with disabilities. The moving team could be used with multiple grades or contents; hence the term "moving team."

## SERVICE DELIVERY PLAN

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During designated times, the moving personnel team comes into the general education setting and provides targeted instruction and interventions, including SDI, to students with disabilities, tailored to the unique requirements of each

group, ensuring all students receive the necessary support needed to succeed. Students within a grade level or content are grouped together based on their needs to achieve access to and competency of content standards. The group sizes can vary depending on the specific needs of the students. Grade-level teachers and members of the moving personnel team collaborate by leveraging their individual strengths to support students effectively. Additionally, special education services within a student's IEP can be delivered by any member of the fleet team with the support of the special education teacher, ensuring a comprehensive and inclusive approach to meeting each student's needs.

## PREPARATION AND APPROACH

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School teams who utilize the fleet style personnel model need to consider the following during implementation, when grouping students, and determining the strengths and roles of fleet team members. These considerations are essential to ensure that the model functions effectively and that each student receives the appropriate support for their academic success.

- Ensure teams are meeting the requirements of each IEP.
- Administrators collaborate with general education and special education teachers to create a detailed master calendar.
- General education teachers review [standards and core guide](#) skills. General education teacher(s) and special education teacher(s) collaborate to develop an understanding of how students demonstrate competency of the skills.
- Fleet team members ensure IEP goals are addressed and special education services are provided.
- Special education and general education teachers meet to review student data and ensure the services required in the IEP are provided when considering grouping assignments.
- Fleet Team members' strengths are identified in alignment with the skills of the standard. Fleet team members are assigned to provide instruction for the standard skill group based on their strengths.
- After reviewing student data, students are assigned to groups based on their current needs related to the grade-level standard skills. Student groups change based on the support needs identified from progress monitoring

data. Groups should not be utilized to track students, and they should remain flexible.

- Outline predetermined times for the integration of the moving fleet personnel team with grade-level and content teachers.

(Note: These are not sequential steps and may require re-addressing when groups or content change.)

## SERVICE DELIVERY MODEL IMPLEMENTATION GUIDE

- Fleet team members collaborate on lesson plans and share instructional strategies to ensure effective teaching and support for each group.
- Fleet team members identify and review individual student needs to ensure student services, accommodations, and supports are provided as needed, including but not limited to those in a student's IEP, 504 plan, and/or ILP.
- Special educators, related service providers, and interventionists provide guidance on the necessary documentation and tracking of services provided by fleet team members.
- During the designated time, fleet team members execute lesson plans with their student groups ensuring all accommodations, services, and supports are provided and documented to meet each individual student's needs.
- Teams meet regularly to review student data, lesson plans, instructional strategies, assess progress, monitor IEP goal achievement, and regroup students and fleet team members as necessary.

Note: During this service delivery model, any fleet team member could provide special education services to a student with a disability.

## PROVIDING SPECIAL EDUCATION SERVICES WITHIN THE FLEET STYLE PERSONNEL MODEL

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Special education services is when SDI is provided by trained educators. [SDI](#) means adapting, as appropriate to the needs of a student who is eligible under these Utah

State Board of Education Special Education Rules<sup>1</sup> (SpEd Rules), the content, methodology, or delivery of instruction in order to:

- a. Address the unique needs of the student that result from the student's disability; and
- b. Ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students. (SpEd Rules I.E.51)

SDI is provided to students with disabilities and is determined by the services on their IEP. SDI may be provided during tier one instruction, during fleet time, and/or may be provided in an additional setting based on their individualized need.

Any member of the fleet team can provide SDI to a student with a disability. The fleet team model allows students with disabilities the opportunity to remain in the general education setting while still receiving their special education services from an educator with the greatest strength in teaching the standard's core guide skill(s). This provides opportunities for students with disabilities to remain with their peers without disabilities, receive SDI from a qualified educator, and participate in conversations and instruction they would otherwise miss if they were pulled out of class during this time. Other students may participate in groups with the student's receiving SDI and receive incidental benefit from the SDI if the quality of instruction does not decrease and the cost of providing this instructional delivery model to other students does not increase.

While continually reviewing student data for grouping, the fleet team members identify how special education services can be provided in a student's assigned group. Furthermore, when planning for instruction, the special education teacher consults with other fleet team members to address ways the content, methodology,

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<sup>1</sup> N.B.: Utah Board of Education Administrative Rules (Board Rules) fall under the Utah Admin. Code under title R277. These rules can be found in two places: the [USB E Administrative Rules webpage](#) or the [Utah Office Administrative Rules webpage](#). Therefore, Board Rules R277-609 refers to the same rule as Utah Admin. Code R277-609. Similarly, though the Utah State Board of Education Special Education Rules (SpEd Rules) appear as a separate set of rules distinguished from Board Rules, they are in fact incorporated into Board Rules by reference ([see Board Rules R277-750](#)).

or delivery of instruction can be provided, as well as any accommodation needed (including needed adaptive and/or assistive technology).

## USING STAFF SUPPORTED BY SPECIAL EDUCATION FOR THE FLEET STYLE PERSONNEL MODEL

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Staff supported with special education funding may be used in multiple roles in the fleet style personnel model, including providing SDI to students directly and supporting general educators and interventionists while they provide SDI. For example, a paraeducator paid with special education funding may work with a group of general education students who have demonstrated mastery of a standard and are engaging in an enrichment activity while the special education and general education teachers provide interventions, including SDI, to groups that include a student with a disability.

Special education funds may also be used, as one of several funding sources braided together, to fund a reading or math interventionist that is part of the fleet of personnel and provides interventions to many students, including SDI to students with disabilities.

While a general education teacher may be paid with special education funding for the portion of time they are providing SDI in this model, calculating and documenting the proportion of time may be tedious and using special education funding may not be necessary.

## DOCUMENTING SERVICES WITHIN THE IEP

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The fleet style service delivery model can be documented in the present levels of academic achievement and functional performance (PLAAFP) and in the services sections on the IEP. In the PLAAFP section of the IEP, IEP team members can outline how the student's SDI will be provided, and what evidence-based or other effective practices work best for the student. In the services section of the IEP, the IEP team can indicate the amount of time the student receives a service (i.e., SDI) in the



general education classroom. If the student needs additional services in a special education classroom, this would be documented on a separate line in the services section of the IEP. It is critical for the IEP team to look at the individual needs of each student, determine what service time will help the student to make progress, and ensure service delivery in the settings deemed necessary.

Parents (and students) are part of the IEP team and can provide input for the service delivery model. Parent and student input can be documented in the PLAAFP section of the IEP and/or the IEP meeting notes. Additionally, progress reports on the students' IEP goals can inform the IEP team about the efficacy of the service delivery model and recommendations for changes can be discussed by the IEP team.

## BENEFITS OF THE FLEET STYLE PERSONNEL SERVICE DELIVERY MODEL

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The fleet style personnel model allows students to remain with their peers without disabilities, build relationships, learn from a variety of educators, and engage in conversations and opportunities they would miss out on if they were to be removed from the general education class to receive special education services. Below is a list of some benefits of the fleet style personnel model, along with links to the [Utah State Board of Education \(USBE's\) Evidence-Based Practice Playing Cards](#).

- Peer interaction
  - [Positive peer influence](#)
  - [Classroom discussion](#): Students gain access to the classroom discourse in the general education classroom
  - [Cooperative Learning](#)
- Opportunity to build relationships with peers and teachers
  - [Belonging](#)
  - [Teacher Student Relationships](#)
- Variety of Teaching Techniques and Lesson Adaptations
  - [Differentiation with UDL Focus](#)

- o [Explicit Instruction](#)
  - o [Response2Intervention.pdf](#)
  - o [Deliberate Practice](#)
- More opportunities to practice a skill than in whole class instruction, can build student's confidence which can transfer to other areas
  - o [Prior Ability and Achievement](#)
  - o [Mastery Learning](#)
- Allow for ongoing and immediate progress monitoring, to observe how the student is working towards grade-level standards
  - o [Formative Assessment](#)
- Teachers can focus on the needs of each individual student adapting to each student's needs and providing immediate feedback
  - o [Scaffolding](#)
  - o [Feedback \(via technology\)](#)
- The student's SDI is provided with access to grade-level content with their peers in the regular education classroom
- Provides opportunities for collaboration with the regular education and special education teachers
  - o [Collective Teacher Efficacy](#)

## CAUTIONS OF THIS SERVICE DELIVERY MODEL

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When using the fleet-style personnel model, there are some common missteps to be cautious of while implementing this model, including grouping, planning, clear roles, shared understanding, using multiple curricula, over-assessing, and using the right data to make decisions. Read more about the risk these missteps pose and how to avoid them below.

### *AVOID HOMOGENEOUS STUDENT GROUPING*

When implementing the fleet style personnel model, it is essential to avoid static or homogeneous grouping and tracking of students. The objective is to form groups that utilize the strengths of educators while addressing the greatest needs of each student. Avoid categorizing students solely by their characteristics (e.g., students

with disabilities, multi-language learners, accelerated learners) or pairing them with educators based on specific licenses (e.g., students with disabilities only grouped with special educators). The focus should be on ensuring that the groups facilitate accessible, grade-level standard intervention for all students, fostering strong engagement and interactions between peers and educators. Regular and dynamic movement of groups is crucial to meet the evolving needs of students efficiently.

## *ALLOCATE ADEQUATE TIME FOR COLLABORATION AND PLANNING*

To ensure the success of the fleet style personnel model, it is crucial to allocate time for collaboration and planning among team members. This alignment of instructional goals and service times is essential for meeting students' educational needs. Clear and open communication is pivotal; without it, the model risks inefficiencies such as students not receiving their required service delivery time, redundancies or gaps in content coverage, and delaying students' progress in their educational learning.

## *CLEARLY IDENTIFY ROLES AND RESPONSIBILITIES*

For this model to function effectively, roles and responsibilities must be clearly defined and communicated to each member of the fleet personnel team. Regularly scheduled collaboration and consultation are necessary to prevent service delivery issues and to ensure all students' instructional goals are met.

## *SHARED UNDERSTANDING OF STANDARDS MASTERY AND INFORMED INSTRUCTION*

The fleet team needs to have a clear, collective understanding of the standards and how students demonstrate mastery to support appropriate grouping. Educators need to be flexible and responsive to student needs as they gather data to inform instructional decision-making and grouping configurations. Educators foster growth and support all students by assessing students' competency on the standard's skills, and grouping based on individual needs, regardless of IEP status. Educators also reassign students to different skill groups as data indicates progress.

Educators need to be cautious not to modify the standards when working with students, as this may compromise student growth. Educators must, however, accommodate and adapt based on the student's IEP.

## *ENSURING PROGRESS IN THE GENERAL EDUCATION CURRICULUM*

The purpose of special education is to help students bridge achievement gaps in the general education standards. Overcoming these gaps is challenging when students with disabilities are exposed to multiple sets of curriculums to learn from, depending on when and where their service time is delivered. Fleet team members should consider using interventions provided in the general education curriculum or design ways to adapt or differentiate the general education curriculum when providing special education services.

## *AVOID OVER ASSESSING*

Students with disabilities are often given different assessments or an excess of assessments because the curriculum being used in the general education classroom may be different from the curriculum being used for their special education services. This practice leads to over-assessing and can be overwhelming to a student with a disability. Students should only be given assessments matching the curriculum delivered in the general education classroom. If additional data is needed for the IEP, the special educator or related service provider should work with the general educator to determine what data is needed and when and how the data will be collected. Paraeducators may be asked to collect student data and should be appropriately trained. Assessment data can then share amongst the necessary IEP team members to make decisions about what is needed to meet the student's academic or behavioral goals.

## *ENSURE DECISIONS ARE DATA-BASED*

Fleet team data-based decisions ensure students are placed in appropriate groupings while maintaining high expectations and supporting the individual needs

of each student. Regular data reviews inform team decisions on whether reteaching is necessary, progression to the next standard, or enrichment is appropriate to encourage high expectations and growth for all students. By making data-based decisions, fleet teams enhance students' opportunities to learn from different educators, interactions with peers, and experiences with multiple teaching approaches and strategies.

## HOW TO COMMUNICATE WITH PARENTS

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When communicating with parents regarding service minutes delivered within the general education setting through the fleet service delivery model, it is important to emphasize how this approach will enable their student to maintain social interactions with peers, allow educators to utilize their strengths, and ensure that services are provided by a team of qualified educators.

# REFLECTION AND FEEDBACK

Below are some questions the fleet team and school administration may want to consider when determining the effectiveness of this service delivery model.

## REFLECTION QUESTIONS TO CONSIDER

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- What impact (both positive and negative) did the service delivery model have on student outcomes, including academic performance, IEP goal progress, social outcomes and student engagement?
- How was the service delivery model implemented across different fleet team members, classrooms, or school?
  - Were there any variations in implementation of the model, and if so, what and why?
  - What changes, if any, need to be considered to make the service delivery plan more successful in the future?
- What are the key takeaways or lessons learned from the implementation of the fleet team model that can be documented and shared to improve the future student outcomes when using this service delivery model?
- What data or evidence did you collect to monitor the progress and effectiveness of the fleet team model?
  - How was this data used to inform decision-making and determine future improvements?

## SUPPORTIVE RESOURCES

- Resource Templates: Examples of schedules, infographics on fleet teams.
- [2024 USBE SES Meaningful Inclusion Manual.pdf](#)
- [Utah Portrait of a Graduate Competencies](#)
- [Utah's Personalized, Competency Based Learning PCBL Framework September 2023](#)