

SPECIAL EDUCATION CONTINUUM of SERVICES

Examples for Planning

- **General Education Class-** Math, Science, Social Studies, Language Arts, Specials or Electives. Students served in gen. education class with modifications and accommodations; may include flexible scheduling, menus, choices etc.
- **General Education Class with Special Education Supports (Inclusive Setting/ Cross Categorical) for Math, Science, SS, Lang Arts, Social Skills or other areas of need depending on the individual needs of the student.**
 - Students served in Gen. Ed. Class with support. This setting may be used for one or more of the course or content areas listed above. Students participate with non-disabled peers using general education curriculum, evidence -based supplemental curriculum and the Common Core State Standards
 - Support can be “push-in” from a Special Educator using co-teaching, parallel teaching, or pre and re-teaching or in small group/ individual instruction within the gen. ed. Classroom. An EA can provide support as directed by a special ed. teacher.
 - SLP, OT, PT, SW, RT, and other related service or specialized, trained personnel can “push in” to provide service and support within the Gen. Ed. Class as appropriate per IEP.
 - Behavior, social-emotional skills supports, any PBIS, MLSS (explicit teaching of expectations), direct instruction from specialized, personnel, such as SW, school counselor or other trained personnel, support teacher or EA in the general education class can be included in this setting as well.
- **Small- Group Setting- Math, Language Arts or other identified area of need**
 - TAP (Teaching to Academic Potential)
 - This setting may be used for course/ content areas or other areas as identified by IEP team. This may involve participation of the student in a separate special education classroom for portions of a day with other disabled peers with only special education teacher and support/ related service personnel.
 - Cross-categorical small group instruction serves students with many different disabilities. The class is designed to target specific needs, and provide instruction using general education curriculum, evidence -based supplemental and/or alternate curriculum and the Common Core State Standards. This instruction targets student needs in the areas of academics, communication, behavior, social-emotional and functional skill development. Each child’s individualized education plan includes support, services, accommodations and modifications within the small group classroom as well as general education settings as determined by the IEP team to be appropriate. Special education and general education staff work in collaboration with one another to ensure that the instruction provided in both settings meets the unique needs of each student.
 - Related Services can occur within the specialized classroom or as a “pull out”.
 - Instruction for Social-Emotional skill development and support can occur within this specialized classroom or as “pull out”.
- **Specialized Program Settings**
 - LINC (Learning in the Natural Community)
 - ITAP (Intensive Teaching to Academic Potential)

These are setting options designed to meet the needs of students whose disabilities significantly impede their learning. The LINC/ITAP classroom is designed for students whose educational needs cannot be met through the regular curriculum alone without a structured classroom environment and intensive interventions. The focus is on communication, social, behavioral, academic and functional skill development that students will need to facilitate independence.

- This setting may be used for one or more academic or functional courses /content up to a full day if necessary. Generally, these are fully segregated classrooms with other students with disabilities taught by a special education teacher with the support of Educational Assistants.
- CBI (Community Based Instruction) is educational instruction in naturally occurring community environments providing students “real life experiences with a variety of hands-on learning opportunities at all age levels to help

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students acquire the skills to live in the world today. At secondary levels there are additional opportunities for students to interact and participate in experiences in their community.

*IEP Teams have the ability to design and implement a plan that employs the options in any combination appropriate to meet the child's individual needs and unique circumstances. Teams must ensure access to general education and non-disabled peers in the Least Restrictive Environment to the greatest extent possible****

Additional References for Guidance

***Least Restrictive Environment

IDEA (Individuals with Disabilities Education Improvement Act) does require school districts to place students in the least restrictive environment (LRE). LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's individualized education program (IEP) requires some other arrangement. This requires an individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed. Placements outside of the regular educational environment must maximize opportunities for the student to interact with nondisabled peers, to the extent appropriate to the needs of the student.

In implementing IDEA's LRE provisions, the regular classroom in the school the student would attend if not disabled is the first placement option considered for each disabled student before a more restrictive placement is considered. If a student with a disability can be educated satisfactorily with appropriate aids and supports in the regular classroom in the school the student would attend if not disabled, that placement is the LRE placement for that student. However, if the placement team determines that a student cannot be educated satisfactorily in that environment, even with the provision of appropriate aids and supports, the regular classroom in the school the student would attend if not disabled is not the LRE placement for that student. Any alternative must maximize opportunities for the student to interact with nondisabled peers, to the extent appropriate to the needs of the student.

Excerpt from Dear Colleague Letter August 2016:

The U.S. Department of Education (Department) is committed to ensuring that all children with disabilities have meaningful access to a State's challenging academic content standards that prepare them for college and careers. Consistent with these goals, the Individuals with Disabilities Education Act (IDEA) entitles each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs.¹ 20 U.S.C. §§1412(a)(1) and 1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) that is based on the individual needs of the child. 34 CFR §§300.17 and 300.320-300.324. In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider –and, when necessary to provide FAPE, include in the IEP –the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR §§300.324(a)(2)(i) and (b)(2); and 300.320(a)(4).

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