Continuum of Educational Service Options for Students with Disabilities, From Least to Most Restrictive

LEVEL / TIER	EDUCATIONAL DELIVERY SYSTEM	PROFESSIONAL RESPONSIBILITY
MOST INCLUSIVE / GREATEST # PEERS / PUPILS I	**Student placed in general education classroom with no additional or specialized assistance**	General Education has primary responsibility for student's educational program. Special Education and 504 are support services designed to facilitate the student's success in the educational mainstream.
II	**Student placed in general education classroom; the special education teacher provides consultative assistance to the classroom teacher.** Classroom teacher and/or SpED teacher or Push in para help within an academic intervention plan or FBA based BIP. Consider for students who cannot make progress without additional or specialized assistance.	
III	**Student placed in the general classroom for the majority of the day, and, attends the special education resource setting for specialized instruction in areas of need.** May best serve needs such as speech, OT, PT, or, behavioral interventions for violent or disruptive students who cannot progress in class even with 2-3 weeks 1:1 push in supervision.	
IV	**Student placed in special education class for the majority of the day and attends general education class in subject areas consistent with capabilities.** Consider for students who cannot progress in majority class time even with 2-3 weeks 1:1 push in supervision.	Special Education has primary responsibility for the student's educational program. The general education teacher of record will play a consultative role with the IEP case manager. *In the case of a 504 placement, the general education teacher of record continues primary responsibility for the student's educational program, i.e., assigns and grades the work and monitors educational progress.*
V	**Student placed in full-time special education class in general education school.** Consider for students who cannot progress in partial class time even with 2-3 weeks 1:1 push in supervision.	
VI	**Student placed in separate school.** Day Treatment, Life Skills. Consider only for students who cannot progress even in in-building full-time special education class in general education school.	
VII	**Student placed in group home or residential treatment.** Shodair or similar, as may be necessary for students who have not made progress at day treatment.	
VIII MOST RESTRICTIVE / LEAST # PEERS / PUPILS	**Student educated through homebound or hospital instruction program for all or a part of the day.** Shortened day or full home placement, as may happen in the case of a medical or psychological issue unresolvable by residential placement.	

← Move this way only as far as necessary

Move this way as rapidly as possible →