Instructionally Appropriate IEPs
Service Delivery and Least Restrictive Environment

Service Delivery Snapshot
- A continuum of services is defined by interventions at all levels from general education to special education, with special education interventions being the most intensive intervention.
- There are a range of interventions, specialized instruction, and related services that are determined by individual needs and are not defined by specific locations or program names.
- Special education services must be more intensive than Tier I, II, or III interventions.
- Services can be provided in any least restrictive environment (LRE) setting that is determined appropriate for a student.

Least Restrictive Environment Snapshot
- Least restrictive environment is:
  - Defined individually by the student's skills, strengths, and needs at that time, based on their current data.
  - Determined for each part of their day and may vary from subject to subject, hour by hour, depending on what is determined least restrictive by the IEP team.
  - Determined at the annual IEP meeting,
    - The LRE for one IEP in no way predicts the LRE for future IEPs.
  - Not dependent on the state assessment eligibility:
    - Students assessed on the alternate assessment may be learning within the general education classroom during the whole school day or a portion of the day.
    - Students assessed on TNReady may be learning within a separate setting during the whole school day or a portion of the day.
Questions to Consider

- What accommodations/supports are needed to achieve the goal?
- What services are being considered?
- Are the services aligned to the student’s areas of deficit? (e.g., reading fluency, math calculation, written expression)
- Do the services relate to the measurable annual goal?

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Provider Title</th>
<th>Sessions Per Week</th>
<th>Time Per Session</th>
<th>Hours Per Week</th>
<th>Beginning-Ending Dates</th>
<th>Location of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Reading Intervention</td>
<td>Special Ed Teacher</td>
<td>5 Per Week</td>
<td>45 min</td>
<td>3 hrs and 45 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>Special Ed Setting</td>
</tr>
<tr>
<td>Math Core Support</td>
<td>Aide</td>
<td>5 Per Week</td>
<td>40 min</td>
<td>3 hrs and 20 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>General Education</td>
</tr>
<tr>
<td>ELA Core Support</td>
<td>Special Ed Teacher</td>
<td>5 Per Week</td>
<td>40 min</td>
<td>3 hrs and 20 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>General Education</td>
</tr>
</tbody>
</table>

**Clarification on Aides**

**Aides within the General Education Setting**

- This is a related service that is provided in the general education setting, not a direct service.
- For an aide to be a related service, the support provided by the aide in the general education setting must be highly intensive; therefore, it should be limited to one to two students.
- Should be used for those students who require an additional intensive support to help them access content.
- There are situations in which an aide is providing less intensive supports within general education settings to more than two students. For these situations, the aide is a classroom support, not a related service. There are many ways this is reflected in an IEP, most commonly as a special education service and/or in the least restrictive environment (LRE) statement on the services and supplemental aids page (see examples above).
Aides within the Special Education Setting

- This is a direct service that is provided in the special education setting, not a related service.
- For an aide to be a direct service, the support provided by the aide in the special education setting must be highly intensive, therefore, it should be limited to one to two students.
- Should be used for those students who require an additional intensive support to help them access content.
- There are special education settings that are staffed with a lower student-to-adult ratio. The additional adults in this setting are not a service but are considered a characteristic of the setting. For example, a comprehensive development classroom may have an endorsed teacher and two aides. The aides in this situation are classroom supports and are characteristics of this setting, not direct services, since they are providing support to more than two students.