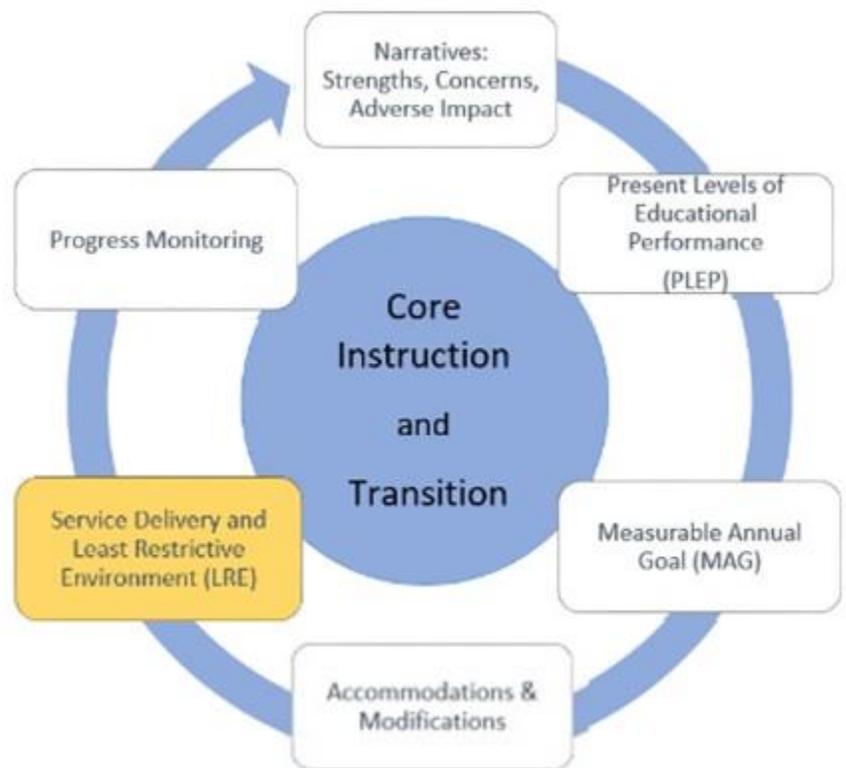


Instructionally Appropriate IEPs Service Delivery and Least Restrictive Environment

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?

Special Education and Related Services

Direct Special Education

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

Total Special Ed Minutes by Date Range

Begin Date	End Date	Minutes per Week
02/27/2017	02/27/2018	625

LRE and General Education

Explain the extent, if any, in which the student **will not** participate with non-disabled peers in:

1. the regular class: Lucy will receive core instruction in the general education classroom, with special education support for 40 minutes during ELA and 40 minutes during math. She will be with her non-disabled peers at all times during her school day, except for her basic reading intervention once per day for 45 minutes.
 2. extracurricular and nonacademic activities: Student may participate with non-disabled peers, per school board policy.
 3. and/or, his/her LEA Home School: Lucy will receive services at her LEA home school.
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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.