



ESE Continuum of Services



IDEA defines this to mean 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,” with their non-disabled peers.

IEP teams should always work toward achieving the least restrictive (left/green) setting for all students and the continuum should be fluid based upon the individual student needs.

APR Report-5A: 80% or More with non-Disabled Peers (NDP)
(Regular Education Level of Service)

40-79% with non-Disabled Peers (NDP)

<p>Consultation:</p> <p>Teachers or Teacher & Student meet face-to-face or virtually (not email) to problem-solve reducing barriers to learning.</p> <p>Students can be in any classroom that include students without IEPs.</p>	<p>“Push-In” Services:</p> <p>Service Providers go into the regular classroom to provide SDI or services:</p> <ul style="list-style-type: none"> -Communication-DHH -Speech/Language -Occupational Therapy 	<p>Support Facilitation (SF)</p> <ul style="list-style-type: none"> -Two Teachers: one content-certified and one ESE-certified. -Uses 6 Collaborative Approaches -Class membership reflects natural proportion of students with disabilities across the school -Can include Instruction on Access Points 	<p>Co-Teach</p> <p>Same as SF, except:</p> <ul style="list-style-type: none"> -Two Teachers: both are content-certified, and one is ESE-certified. -Must be scheduled for the entire class period on all meeting days -Class size may increase 	<p>“Pull-Out” Services</p> <p>Speech/Language Occupational Therapy Physical Therapy</p> <p>Direct Services: Social Skills, Counseling as a related service</p> <p>Learning Strategies, while not a “Pull-Out” Service is time away from NDP and counts toward the overall %.</p>	<p>Partial Time w/NDP</p> <p>Student is removed from portions of the day to be with all disabled peers.</p> <p>On the IEP, this is the resource level of service. You may hear “resource room” but we do not use the term as it denotes the level of service is a location.</p>
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APR Report-5B: Less than 40% with non-Disabled Peers (NDP)

APR Report-5C: Separate Day School, Residential, Hospital/Homebound

Separate Class Setting based on need. Services available at specific school sites.

ESE Teacher: Content & ESE certified

Separate Day School (Private)

Parent consent required.

Hospital or Home Instruction

Student works individual with Teacher and no peers.

Certification based on Course Code

1:1 Adult to Student

Teacher, Paraprofessional, LPN, Interpreter, Registered Behavior Tech (RBT)

While a 1:1 Adult to student ratio is not considered a placement, it is considered most restrictive. Goals and Services should reflect this need and a fading plan shall be designed upon implementation.