

PSD SCHOOL-AGE CONTINUUM OF SERVICES

SERVICE	PURPOSE	FREQUENCY	DURATION	LOCATION	GROUPING, CLASS SIZE and CASELOAD	Hallmarks
<p>Related Services</p>	<p>Developmental, corrective and other supportive services. Common related services include, but are not limited to: speech-language, counseling, occupational therapy, physical therapy, assistive technology services, school health services, interpreting services, school nurse services, audiology services</p> <p>Does <u>not</u> include a medical device that is surgically implanted, optimization of that device's functioning, maintenance or replacement of the device</p> <p>May provide more than one related service, or related services in combination with other regular or special education programs</p>	<p>IEP must specify how often each service will be provided during a particular time period- e.g., number of times per day, or week</p>	<p>IEP must specify the duration of each related services session</p>	<p>IEP must specify location where services will be provided.</p>	<p>May be provided individually or in a group. Maximum group size is 5 – specified on IEP if group size less than 5 is recommended</p> <p><u>Speech and language therapy</u> maximum caseload is 65.</p>	<ul style="list-style-type: none"> • Evidence of communication with classroom teacher • Evidence of data collection mechanism • Utilization of communication devices • Services are being received as per IEP • Evidence that lesson planning includes specially designed instruction for students with disabilities
<p>Teacher Consultant Direct or Indirect</p>	<p><u>Direct</u>: to aid the student to benefit from the general education class instruction</p> <p><u>Indirect</u>: to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of the student with a disability who attends the general education class</p> <p>Direct TC services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct TC can be combined with indirect TC.</p> <p>Indirect TC services mean consultation</p>	<p>IEP must specify how often service will be provided during a particular time period- e.g., number of times per day, or week.</p>	<p>Minimum- two hours per week, in any combination of direct and/or indirect TC services</p>	<p><u>Direct</u>: MUST be provided in the classroom, NOT pull out. IEP must identify the class subject (s) where consultant teacher service will be provided.</p> <p><u>Indirect</u>: The general education class taught by the teacher receiving the consultation</p>	<p>Individual or group basis (based on similarity of need)</p> <p>Caseload- 20 students Can request variance for over 20.</p>	<ul style="list-style-type: none"> • Special education teacher is providing specially designed instruction to an individual or group of students with disabilities • Special education and general education teachers are ensuring that students are utilizing supplemental aids and services • Students with disabilities are accessing the same general education curriculum as their peers • Utilization of explicit instruction to teach skills and strategies • General education teacher is providing primary academic instruction • Evidence of communication and collaborative planning with general education teacher is documented • Evidence of data collection and ongoing monitoring of student performance • Services are being received as per IEP • Evidence that lesson planning includes specially designed instruction for students with disabilities

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	<p>provided by a certified special education teacher to the general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the needs of a student with a disability who attends the general education class.</p> <p>TC services are special education services to support a student while he or she is participating in instruction in the general education class. It is not a pull out service. If a student with a disability needs specially designed instruction delivered outside the general education class, this service could be recommended in the IEP of the student as special class, related service or resource room, but not as TC services</p> <p>TC services are provided to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction, so that he or she can meet the educational standards that apply to all students.</p> <p>The TC cannot provide primary academic instruction to a student with a disability</p>					
<p>Teacher Consultant in combination with Resource Room</p>	<p>To meet the needs of a student who could benefit from the two types of services, but who does not need two hours per week of Teacher Consultant and three hours per week of Resource Room</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>Minimum- three hours per week (Combination Resource Room and Teacher Consultant)</p>	<p>Teacher Consultant - same as above Resource Room</p>	<p>Teacher Consultant - same as above Resource Room- instruction group maximum size of 5 students – specified on IEP if group size less than 5 is recommended</p>	

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					Total caseload- Grades 1-6, 20 students Grades 7-12, 25 students	
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<p>Resource Room – Teachers/ Push in and Pull out services</p>	<p>To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. <u>It is not provided in place of the student's regular instruction.</u></p> <p>Primary role of Resource Room Teacher is to Enable Access the General Education Curriculum</p> <p>The Resource Room Teacher teaches students the skills to learn the content not the content itself</p> <p>Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of supplemental instruction in organizational skills, reading, the use of an assistive technology devise, the use of Braille, the use of a compensatory strategy. This means that instruction is not provided in place of the student's regular academic instruction, but to supplement and/or support what is being taught in the general education</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>Minimum- three hours per week Maximum- 50% of school day</p>	<p>Resource Room or push-in to the general education classroom, provided that the resource room teacher provides supplemental instruction</p>	<p>Students grouped by similarity of need.</p> <p>Total caseload- Per MAASE rules and regulations</p>	<ul style="list-style-type: none"> • Utilization of content instructional materials to teach skills and learning strategies • Utilization of explicit instruction to teach skills and strategies • Provision of specially designed instruction to students with disabilities is occurring • Special education teacher ensures that students are utilizing supplemental aids and services • Skill and strategy instruction based on IEP goals is taking place • Opportunities for students to practice skills and strategies being taught are provided • Method established for regular collaboration and communication with general education teachers to ensure accommodations are used and strategies and skills are generalized. • Sharing of progress monitoring data with general education teacher • Evidence of data collection and ongoing monitoring of student performance • Services are being received as per IEP • Evidence that lesson planning includes specially designed instruction for students with disabilities

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	<p>classroom.</p> <p>A resource room program for a student with a disability cannot be treated as a study hall. Resource Room is not homework help or a test accommodation center.</p>					
<p>Non Diploma & Diploma Track Self-Contained Classroom (EI, CI and ASD)</p>	<p>To provide specially designed instruction and academic instruction to a group of students with disabilities where the focus is daily and independent living skills and post-secondary transition goals.</p> <p>These groups typically consist of 5 to 10 students and are run by a special education teacher and paraeducator, who takes instruction from the primary teacher.</p> <p>Self-contained classrooms cater to a specific group of children with the same disability or learning needs or a mixed group with unique abilities. This classroom setting provides support and structure for children whose educational needs are not met in a general education classroom or resource room.</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>IEP must specify the time and services</p>	<p>IEP must specify location where services will be provided</p>	<p>Caseload and placement: Per MAASE rules and regulations.</p>	<p>Deciding whether a placement should be in a diploma or non-diploma track self-contained classroom should be driven by what the student needs to progress on their academic goals – their IEP goals and objectives.</p> <p>The team should look at a few things such as:</p> <ul style="list-style-type: none"> • IEP goals • Supplemental aids and services • Special education service hours • Whether you can successfully implement the IEP in the general education setting and/or resource room

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<p>Special Class – Resource Room</p>	<p>To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers.</p> <p>Special class means a class consisting of students with disabilities who have been grouped together because of similarity of needs for the purpose of receiving specially designed instruction in the self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers. Students receiving services in a special class must be ensured access to the general education curriculum.</p> <p>Special Class teachers at the MS and HS level need to be highly qualified to teach content areas and award credit.</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>All or part of the school day</p>	<p>Special Class</p> <p>NOT in the general education classroom</p>	<p>Grouped based on similarity of needs.</p> <p>Must include class size ratio in the IEP.</p> <ul style="list-style-type: none"> • Per MAASE rules and regulations 	<ul style="list-style-type: none"> • Special education teacher is providing specially designed instruction to individual or groups of students • Students have access to the same general education curriculum as their same age peers • Utilization of explicit instruction to teach skills and strategies • Evidence of data collection and ongoing monitoring of student performance • Provision of specially designed instruction • Services are being received as per IEP • Classroom management system is explicitly taught, reinforced and consistently implemented • Health and safety guidelines are being followed • Communication protocols are developed with related service providers • Evidence of lesson planning that includes specially designed instruction for students with disabilities
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