

The Continuum of Services

The Tulsa Public School District provides a wide continuum of service delivery models to meet the educational needs of all students with disabilities. The Individualized Education Program (IEP) Team should consider the least restrictive environment when determining placement options. All placement models must also address supplementary aids and services, modifications, supports and related services required for the student to successfully access an appropriate education. The following service delivery models are listed from the least restrictive to the most restrictive learning environments.

Regular Classes Full-Time

The IEP is implemented in the regular educational environment with consultation and monitoring services by a special education teacher. This may include some resource room instruction or related service outside the classroom for less than 21% of a child's full school day.

Special Classes Part-Time

The IEP is implemented in an environment other than the regular classroom for 21 to 60% of the school day. It must also address supplementary aids and services, modifications, supports and related services delivered in the regular classroom.

Special Classes Full-Time

The IEP is implemented in a special class environment full-time for more than 60% of a child's full school day. The team must consider the child's opportunities for inclusion in nonacademic and extracurricular services offered to nondisabled children.

Special Schools

Implementation of the IEP requires placement in a special day school program at a location other than the regular school setting.

Home Instruction

The IEP specifies that the needs of the child require that instruction be provided in the home environment. The special education and related services are supervised and delivered by appropriately qualified personnel. Frequency and duration of services are determined by the IEP team on an individual basis.

Instruction in Hospitals

Implementation of the IEP requires instruction in a hospital setting. The frequency and duration of services are determined by the team based on the individual needs of the child, and are delivered by appropriately qualified personnel.

Instruction in Other Settings

The IEP requires implementation in nontraditional and alternative settings such as an alternative education program.

Instruction in Institutions or Residential Facility

The IEP requires implementation in a residential institution or other residential care facility.