**Options for Determining Placement**

**Placement Options and Decisions (within Conference Summary)**

After first considering provision of services within the regular educational environment setting, there is a statement given for the reason services need to be provided in another setting. Explanation may include information about pacing needs, needed supports in or outside of the regular educational environment. Reasons cannot be based on costs, staffing, administrative convenience, or time factors.

Upon completion of the IEP, the ARC determines the appropriate placement in which to provide the IEP services by:

1. Reviewing the classes and locations listed in the Least Restrictive Environment and General Education
   * Special Education Services (SDI, SAS, Assistive Technology, etc.)
   * Related Services
2. Considering full time general education placement as the first placement option. Once a placement option is accepted, the ARC does not need to consider and reject the remaining options.
   * Full time general education environment means the student receives instruction and IEP services ONLY in the general education classroom/environment. This option includes participation in a co-teaching situation (co-teaching is only done in a general education environment).
   * Part time general education and part time special education environment means the student receives instruction and IEP services in BOTH general and special education classroom/environments. This option includes pulling the student out of the general education environment, regardless of the amount of time.
   * Full time special education environment means the student receives instruction and IEP services ONLY in a special education classroom (special education environment outside of a classroom *should not* exist). This option includes a school environment where the student participates ONLY with peers who have disabilities.
3. Stating the reason for accepting or rejecting each option discussed.

Examples:

* + **Reason Accepted**: Student performance data shows specially designed instruction can be implemented in the regular education classroom with supplementary aids and services identified in the IEP (ex. assistive technology, highlighted study guides).
  + **Reason Rejected**: The specially designed instruction and related services cannot be implemented solely in the regular education environment, even with supplementary aids and services due to the need for social skills instruction in a small group setting with purposeful planned learning situations in preparation for use within the regular education setting. The transfer of skills can be completed in a regular education environment with supplementary aids to cue application of skills taught within the controlled setting.

**Conference Summary Section E…**

**E. Placement Options and Decisions:** Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | SDI provided through direct instruction needs to occur at an intense level to accelerate learning for Anita’s skill deficits in reading and writing. |
| Part-time general education and Part-time special education environment. |  |  | The supplementary aids and services within Anita’s IEP will provide academic benefit in the regular education setting for her to make progress in the general curriculum and socially interact in groups of students of her same age. The intensity level of the instruction for Language Arts in the resource setting will provide opportunities to accelerate learning to address Anita’s skill deficits in reading and writing. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| **Full time general education environment** |  |  | Progress data show that Tim has not shown adequate progress in this setting; He needs a highly structured environment and opportunities to have concepts taught in small repeated increments. |
| **Part-time general education and Part-time special education environment.** |  |  | Student needs a combination of large and small-group instruction. The small-group instruction is needed to reinforce concepts taught in the large group and provide him/her with opportunities to ask questions and get consistent immediate feedback. |
| **Full-time special education environment** |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | The Specially Designed Instruction and Related Services, even with Supplementary Aids and Services, cannot be implemented solely in the general education classroom. |
| Part-time general education and Part-time special education environment. |  |  | The Specially Designed Instruction and Related Services identified for Ray can be implemented in these environments due to slower pace of delivery and smaller group instruction, and gives opportunity for repetition. |
| Full-time special education environment |  |  |  |
| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | Due to the severity of Robert’s articulation needs, his IEP includes direct, focused articulation therapy must be delivered individually and in a quiet setting. |
| Part-time general education and Part-time special education environment. |  |  | Robert’s IEP includes direct, focused articulation therapy which must to be delivered individually and in quiet setting. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | Performance data shows the Specially Designed Instruction can be implemented successfully in the general education classroom with the Supplementary Aids and Services identified in the IEP (assistive technology, highlighted study guides). |
| Part-time general education and Part-time special education environment. |  |  |  |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | Data reveals that even with a variety of SAS implemented, Nicky was unable to maintain appropriate behaviors within the general education classroom which resulted in negative attention drawn to him. The general education setting does not provide the needed structured environment. |
| Part-time general education and Part-time special education environment. |  |  | The SDI identified for Nicky needs to be implemented within a highly structured environment, due to Nicky’s need for intensive behavior management and specially designed instruction that includes a decision-making process for appropriate social behaviors and coping techniques. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | The SDI and related services cannot be implemented solely in the general education classroom. |
| Part-time general education and Part-time special education environment. |  |  | The SDI and related services identified for Allison can be implemented in these environments due to the need for individualized instruction in Braille and the need for frequent breaks due to eye fatigue. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | The Specially Designed Instruction and Related Services, even with Supplementary Aids and Services, cannot be implemented solely in the general education classroom . |
| Part-time general education and Part-time special education environment. |  |  | The nature of Cody’s cognitive disability and his need for a symbolic language system require a functional approach to curriculum and instruction in multiple settings to generalize information. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | The intensity level needed for Specially Designed Instruction and Related Services, even with Supplementary Aids and Services, cannot be implemented solely in the general education classroom. |
| Part-time general education and Part-time special education environment. |  |  | Due to the severity of Robert’s articulation needs, his individual program requires direct, focused articulation therapy to be delivered individually and in a quiet setting. |
| Full-time special education environment |  |  |  |

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| **Placement Option Considered** | **Accepted** | **Rejected** | **Reason Accepted/Rejected** |
| Full time general education environment |  |  | Student performance data shows the Specially Designed Instruction can be implemented successfully in the general education environment with the Supplementary Aids and Services identified in the IEP (assistive technology, picture schedule, and intentional instruction for SDI) |
| Part-time general education and Part-time special education environment. |  |  |  |
| Full-time special education environment |  |  |  |

**Additional Considerations:**

• The written descriptions should explain the student’s **instructional needs** that resulted in the ARC’s decision to remove the student from the general classroom setting. For the options rejected, discuss the instructional strategies that were attempted and failed in that setting. For the option selected, specify the student’s instructional needs that will be met in this placement category that cannot be met in the general education setting.

• The justification statement goes beyond a description of a preferred option such as "student needs better ratio than this option can provide". The justification tells why this placement option is essential to student's unique learning needs related to the disability, and the explanation for placement decision is documented.

• The justification must clearly outline the ARC’s discussion, with serious consideration given to the “*potential harmful effects*” of removing the student from the general education setting and from their peers.

**Additional Unacceptable Justifications:**

• decisions based on non-individualized reason

• decision based on disability category

• decision identical to all other students in that placement (“cookie cutter”)

• decisions based on availability of related services

• decision based on availability of services

• decisions based on availability of space