



Placement

How is placement determined?

Once the IEP is developed and the annual goals and short-term objectives have been agreed to, placement must be determined according to these goals and objectives. The student must be placed in the least restrictive environment (LRE) appropriate for her. Considerations for least restrictive environment include:

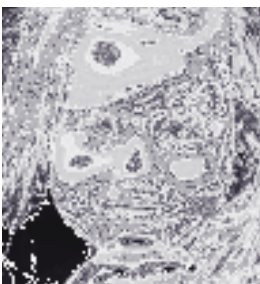
The opportunity, to the maximum extent appropriate, to participate with nondisabled age appropriate students in academic, nonacademic, and extracurricular activities.



A setting as close as possible to which the student would be assigned if she did not have a disability.

Consideration for the amount of time and the distance she must be transported from her home.

Removal from the regular educational environment only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.



Consideration for any harmful effects the placement may have on the student.

Provision of the quality of services the student requires.

Program and services as specified in the student's IEP must be appropriate to meet her needs.

The same type of placement may not be appropriate at every stage of her life. The Admissions and Release Committee (ARD) should decide together what best meets the student's needs at the time, and as a group develop the IEP. Once the IEP is developed, the committee decides where it can be best implemented. Be sure this isn't the other way around.



What are options for placement in the public schools?

- Option 1: Direct instruction and/or consultative services within regular/vocational education
- Option 2: Direct instruction and/or consultative services within regular/vocation education with content instruction in a resource room
- Option 3: Direct instruction and/or consultative services within regular/vocational education with content instruction in a more special education classes
- Option 4: Self-contained in a special education classroom with integration as appropriate
- Option 5: Self-contained in a special education classroom with no integration in regular public school
- Option 6: Separate public day school for students with disabilities
- Option 7: Separate private day school for students with disabilities
- Option 8: Public and/or private residential facilities
- Option 9: Homebound
- Option 10: Hospital

