

# Options for Determining Placement

## **Least Restrictive Environment and General Education**

707 KAR 1:320 § 5 (9), 34 CFR 300.320 (a)(5)  
707 KAR 1:350 § 1, 34 CFR 300.117 and 707 KAR 1:350 § 1 (2-3), 34 CFR 300.115

**Least Restrictive Environment** (LRE) refers to the setting where a child with a disability can receive an appropriate public education designed to meet his or her educational needs, alongside peers without disabilities, to the maximum extent appropriate. The ARC reviews the Present Levels, Student Performance Data and services identified on the IEP to determine the location of service provision.

### **Location and Placement**

The ARC discusses location and placement of IEP services *simultaneously* and then documents LRE decision-making in four places:

- **IEP LRE** section, the ARC explains the “extent to which the student will not participate in regular education”
- **IEP Special Education Services and Related Services** sections, the ARC describes the “location” of the special education and related services. Location options include regular class with co-teaching, resource room, and separate class.
- **Conference Summary/Action Notice, Placement Options and Decisions** section, the ARC documents acceptance or rejection of Placement Option Considered and Reason Accepted/Rejected. Placement options include full-time general education environment, part-time general education environment/part-time special education environment, full-time special education environment.
- **Conference Summary/Action Notice, Consideration of Potential Harmful Effects** section, the ARC identifies potential harmful effects (if any) and modifications to compensate the identified issues.

### **Continuum of Alternative Placements**

Location: Regular Classroom

Regular Classroom means a classroom with non-disabled students where special education/related services are provided with the delivery structure of co-teaching.

- a. The ARC determines if the IEP can be implemented for any portion of the school day or classes in a regular classroom with co-teaching.
- b. If the ARC accepts the regular education classroom with co-teaching, the ARC:
  - completes the LRE section of the IEP identifying the classes in which the student will receive SDI in the regular education classroom with co-teaching.
  - documents the reasons for accepting full time general education environment in the Conference Summary/Action Notice.
- c. The ARC may determine, even with the use of supplemental aids and services, that it is necessary to remove the student from the regular education environment. If so, the ARC considers services in the Resource Room.
- d. If the ARC rejects the regular education classroom with co-teaching, the ARC documents the reasons for rejection in the Conference Summary/Action Notice

Location: Resource Room

Resource room means a classroom with disabled peers where special education/related services are provided within a special education environment.

- a. The ARC determines if the IEP can be implemented for any portion of the school day or classes in the resource room.
- b. If the ARC accepts the resource room, the ARC:
  - o completes the LRE section of the IEP identifying the content areas or classes in which the student will receive SDI in the resource room
  - o documents the reasons for accepting part-time general education and part-time special education in the Conference Summary/Action Notice.
- c. The ARC may determine, even with the use of supplemental aids and services, that it is necessary to remove the student from the regular education environment for the full school day. If so, the ARC considers services in a Separate Class.
- d. If the ARC rejects part-time resource room setting, the ARC documents the reasons for rejection in the Conference Summary/Action Notice.

Location: Separate Class

Separate class means a self-contained special classroom with disabled peers with full-time special education instruction on a regular school campus.

- a. The ARC determines if the IEP can be implemented in the separate class.
- b. If the ARC accepts the separate class, the ARC:
  - o completes the LRE section of the IEP identifying the content areas or classes in which the student will receive SDI in the separate class
  - o documents the reasons for accepting full time special education in the Conference Summary/Action Notice.

## F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

RR# 53; 25; 27)

Placement Option Considered	Accepted	Reason Accepted/Rejected
Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>ARC will need to justify placement decision:</b></p> <p><u>Why</u> can or cannot services be provided in the general education setting?</p> <ul style="list-style-type: none"> <li>• Present Levels</li> <li>• Nature of Goal/Benchmarks</li> <li>• SDI</li> <li>• SAS</li> <li>• Program Modifications</li> </ul> <p>If rejected, what SAS and program modifications and supports were considered and rejected? <i>Why?</i></p>
Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>ARC will need to justify placement decision:</b></p> <p><u>Why</u> can or cannot services be provided in the general education setting?</p> <ul style="list-style-type: none"> <li>• Present Levels</li> <li>• Nature of Goal/Benchmarks</li> <li>• SDI</li> <li>• SAS</li> <li>• Program Modifications</li> </ul> <p>If rejected, what SAS and program modifications and supports were considered and rejected? <i>Why?</i></p>
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>ARC will need to justify placement decision...</b></p> <p>Present Levels</p> <ul style="list-style-type: none"> <li>• Nature of Goal/Benchmarks</li> <li>• SDI</li> <li>• SAS</li> <li>• Program Modifications</li> </ul>

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

This explanation will identify the identification of the content areas to be provided outside the regular class, such as "math" or "reading".

## F. PLACEMENT OPTIONS AND DECISIONS

Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

	Placement Option Considered	Accepted	Reason Accepted/Rejected
	Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Due to her disability adversely affecting her organization skills, Suzy requires explicit instruction in the use of an agenda, note taking and instruction in the organization of materials and assignments. When Specially Designed Instructions (SDI ) and (SAS) is provided in the general ed setting, progress data indicates Suzy accesses the core content through adult and peer models.
	Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

Suzy will receive all core instruction in the general education setting.

## F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):  
RR# 53; 25; 27)

	Placement Option Considered	Accepted	Reason Accepted/Rejected
	Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explicit Instruction, through small group or one on one groupings, must occur at such an intense level that cannot happen to the degree needed to accelerate learning for Anita's skill deficits in reading and writing.
	Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Supplementary Aids (SAS); for example text reader, included 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 peers of her same age. The intensity level of the instruction for Language Arts in a special class will provide opportunities to accelerate learning by explicitly addressing Anita's skill deficits in the areas of phonemic awareness, phonics, and paragraph development through small group and one-on-one instruction.
	Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

Anta will receive core instruction in the general education setting, except for Language Arts (Reading and Writing).

## F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):  
RR# 53; 25; 27)

Placement Option Considered	Accepted	Reason Accepted/Rejected
Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Progress data demonstrate that even with the benefit of Supplementary Aids and Services (prompts, graphic organizers), the pace and complexity of content, Tim's individual needs as outlined on his IEP cannot be solely met in the general education environment.
Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Tim requires Specially Designed instruction in prerequisite math, reading and writing skills; extensive guided practice and explicit instruction in the application of skills and strategies in real world situations. Tim demonstrates progress when skills are taught in increments. Progress data demonstrate that Tim benefits most from a small group delivery of skills where he can have many opportunities for modeling, teacher questioning, and immediate positive corrective feedback.
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

Tim will receive core instruction in the resource classroom for Language Arts (Reading and Writing) and Math.

## F. 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	Reason Accepted/Rejected
X	Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Data reveals that even with a variety of SAS implemented, Nicky was unable to maintain appropriate behaviors within the general education classroom which results in negative attention drawn to him. The general education setting does not provide the needed structured environment.
X	Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The SDI identified for Nicky needs to be implemented within a highly structured environment, due to Nicky's need for intensive behavioral supports and specially designed instruction that includes an explicitly taught decision-making process for appropriate social behaviors, multiple reminders to use coping techniques and a space for non-exclusionary time out.
	Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

*Nicky will not participate in the general education core content classes of math, reading, science, and social studies. She will receive instruction for her core content classes in the resource room."*

## F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

RR# 53, 25, 27)

	Placement Option Considered	Accepted	Reason Accepted/Rejected
X	Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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.
X	Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Robert's IEP includes direct, focused articulation therapy which must to be delivered individually and in a quiet setting.
	Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

### IEP - Least Restrictive Environment (LRE) and General Education (RR# 43)

Explain the extent, if any, to which the student will not participate in general curriculum (content area):

*Robert will participate in all regular education core content classes. He will be removed from the general education non-core classes for two periods a week to receive speech services in the resource room."*