

West Linn-Wilsonville School District 3J

Policy IGBAE-AR

Updated: September 2023

Participation in Regular Education Programs

Guiding Principles

Special education placement is always viewed under the principle of **Least Restrictive Environment (LRE)**. Most children are most successful with most of their day in the general education setting. The West Linn-Wilsonville School District is committed to each child, every child being educated in their neighborhood school. However, the placement decision is always an individualized one, based on that particular student's IEP. Placement is not a static decision, rather it is a dynamic process where the emphasis is always to help students gain the skills to be *more successful with less adult support*.

The placement page is a tool that serves two purposes: **communication** with the team/parents for the placement decision process *and* **documentation** of the decision. Parents should be able to read the placement descriptions and have a working understanding of what we are talking about.

Procedural Guidance

The placement decision for each student is:

- made by a team including parent (or adult student), person knowledgeable about the student, person knowledgeable about evaluation data, and person knowledgeable about placement options
- aligned with principles of Least Restrictive Environment
- as close as possible to the student's home - in almost all cases, this is at their neighborhood school
- based on the student's IEP
- documented on the placement page
- determined at least annually

Key elements of the placement decision process:

- placement is based on the student's IEP
- services should be provided in the general education classroom if possible

- the team may not remove a student from the general education classroom solely because of needed modifications to the general ed curriculum

The placement team considers the continuum of placement options (documenting at least two options), including

- any placement options requested by the parent
- potential benefits of placement options
- potential harmful effects on the student of placement options
- modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive placement is necessary

The IEP team should also consider any barriers to the student's access to non-academic school-based activities and services, including:

- Athletics
- Recreational Activities
- Special Interest Groups or Clubs
- Counseling Services
- Co-Curricular Activities (see **Co-Curricular Activities** page in the SPED Handbook)
- Transportation (see **Transportation** page in the SPED Handbook)
- Health Services
- Referral to agencies that provide assistance to individuals with disabilities (VR, DD Services)
- Employment of students (Transition planning toward building employment skills, YTP services, etc.)

Parent receives a copy of the placement documentation with the IEP packet

If the team is not in consensus about the placement decision, write a Prior Written Notice about the placement decision.

Guidance for selecting Placement Options:

- The non-participation justification and the placement page are read together; therefore specify the exact extent of the removal in the non-participation justification.
- Placement is a set of services, not a location. However, when determining the percent of time spent out of the general education setting, you should specifically pay attention to the location where the services are being provided (general education setting or special education setting).
- The portion of special education services (*Specially Designed Instruction, Related Services, Accommodations, Modifications & Supplemental Services*) that the student receives in the general education setting, is not considered time spent in a special education setting for the placement determination. The percent in the placement determination (and the placement code) is specifically calculated based on where the student is receiving the services (general ed or special ed setting) not the intensity of the services.

- A student may receive intensive special education services throughout their entire school day. However, if the services take place primarily in the general education setting, then they would have a federal placement code of 30 (less than 20% removed from general ed).
 - In this example, the Placement Team would select "30 - Special Program with _____ Focus with Extensive Time General Education"
- The total school day counts in the % (including lunch, recess, etc.)
- A team can always add more language to the description if it would be helpful to the team discussion.
- The codes listed are the general case. There may be circumstances where different language is more helpful to the placement discussion.

Continuum of Placement Options

Description	Usual Code	Special Notes
General Education with push-in services	30	This reflects a student who only receives push-in services for SDI
General Education with push-in services and pull-out services for 20% of the day or less	30	This may reflect students who receive weekly speech therapy, who have 1 period per day in a special education classroom, who come to meet with the learning specialist for the last 15 minutes of the day for a behavioral check-out, etc.
Special Program with _____ focus with extensive time in general education	30	<p>In the blank: either Transition, Behavior, Communication, Independent Living Skills, or Academic focus</p> <p>This reflects a student who receives an intensive level of support, but that support is mostly provided in a general education setting</p> <p>The time in a special education setting must be less than 20% of the total day.</p>
General Education with extensive push-in and/or pull-out services	31	This is for a student who is in a special education setting for 21-60% of the total day

Special Program with _____ focus with some time in general education	31	<p>In the blank: either Transition, Behavior, Communication, Independent Living Skills, or Academic focus</p> <p>This reflects a student who receives an intensive level of support, with that support split between general education and special education settings</p> <p>The time in a special education setting is 21-60% of the total day</p>
Special Program with _____ focus with limited time general education	33	<p>In the blank: either Transition, Behavior, Communication, Independent Living Skills, or Academic focus</p> <p>This reflects a student who receives an intensive level of support, but that support is mostly provided outside of the general education setting</p> <p>The time in a special education setting is more than 60% of the total day</p>
Special Program with _____ focus	33	<p>In the blank: either Transition, Behavior, Communication, Independent Living Skills, or Academic focus</p> <p>This reflects a student who needs to spend 100% of their school day in a special education setting</p>
Special School - Public	34	<p>Example: Oregon School for the Deaf, Washington School for the Blind, Heron Creek</p> <p>Consult with Student Services Administrator before selecting this placement code</p>
Special School - Private	35	<p>Example: Lifeworks NW, Serendipity</p> <p>Consult with Student Services Administrator before selecting this placement code</p>
Home Instruction	39	<p>This code is for a student who will be out of school for at least 30 days and requires individualized instruction.</p> <p>The placement is called "home instruction" but the location of the instruction is generally not actually the student's home. Instead,</p>

	<p>home instruction usually happens in a public location, like a library or community center.</p> <p>Consult with Student Services Administrator before selecting this placement code</p> <p>See the <u>Home Instruction</u> page for more details</p>
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