

LRE PLACEMENT OPTIONS

WHAT KINDS OF PLACEMENT OPTIONS ARE AVAILABLE TO CHILDREN WITH DISABILITIES?

IDEA requires that students be educated in the least restrictive environment (LRE) possible, given their individual needs. This means that they must have the opportunity to interact with, and be educated with, students who do not have disabilities, to the maximum extent appropriate. The Medical Lake School District offers a wide variety of services designed to meet the unique educational needs of each student with a disability requiring specially designed instruction. By law and district policy, students are educated with nondisabled peers to the extent possible and appropriate. Most students are served in their neighborhood school. There are, however, some programs that are so specialized that it is not possible for them in all neighborhood schools. The explanation below describes the range of options that could be written into a child's IEP.

- **General Education Classroom**

- Full Inclusion with general education students 100% of the day with accommodations and modifications stipulated in the IEP
- General class with supplementary aids and services including, but not limited to, the following:
 - Curricular or instructional modifications or specialized instructional strategies
 - Supplementary instruction
 - Assistive technology devices and services
 - Teacher aides
 - Related services

- **Integrated Support Program**

- Provides support for students experiencing difficulties in the general education curriculum in one or more areas (reading, written expression or math)
- Specially designed instruction is delivered in a "push-in" or "pull-out" model, which provides services in small groups or on an individual basis within the general education setting or in the resource setting
- Students may also receive services in emotional/social and or adaptive skills
- Students within the classroom will likely participate in all district and statewide assessments

- **Intensive Support/Functional Academic Program**

- Designed for children of school age, grades K-12, who have been identified with significant developmental delays
- This class is for students whose educational needs are best met using academic and behavioral approaches that cannot appropriately be provided in the general education setting
- Within this setting, instruction is targeted to benefit each student at his or her ability level

- In order to do so, academic instruction is typically provided in small group, or one on one, settings using specialized curriculum
- Increase cognitive abilities, communication skills, motor skills, adaptive behaviors, personal independence through intensive support
- Requires significant modification and adapted instruction to acquire new skills
- Appropriate activities across home, school, and community environments
- At the high school level this includes transition goals to post high school education, work, and life skills activities
- Students will participate in general education class activities with same age peers for a variety of activities
- The IEP teams will determine the extent of participation in both general education and special education settings.

- **Structured Behavioral Support Program**

- Designed for school age children, grades K-12, who have been identified for behavioral deficits as a result of psychological and environmental issues and/or disorders
- Provide comprehensive services for children with behavioral deficits who require a more restrictive placement Within this setting, instruction is targeted to benefit each student at his or her ability level with an increased emphasis on developing positive behaviors
- The focus of the program is to facilitate the development of age appropriate skills required for success in the general education classroom (e.g. self-management, interpersonal relatedness, effective communication and cooperativeness)
- Positive interventions and strategies to address the behaviors of concern are developed through behavior intervention plans (BIPs) including information from a functional behavioral assessment (FBA)
- Students may require self-contained or pullout programming for all or part of their school day while others are served in regular education classrooms with supplementary aids and services.

- **Home/Hospital**

- Special Education and related services provided in the home, hospital, or other setting to an individual student with disabilities as a temporary service
- The Home Instructional Program provides services for eligible students who reside within the boundaries of the Medical Lake School District
- Instruction, to the maximum extent possible, will be provided in subjects or courses correlating with the student's school program
- The intent is to maintain continuity of the student's instructional program during the interim period of his or her convalescence or during the period of the temporary placement
- Home instruction is a temporary service and is not designed to replace the regularly required instructional program over an extended period of time

- **Public/Private Separate Day School**
- Approved public separate facility for more than 50% of the day

- **Public/Private Residential**
- Public separate facility for more than 50% of the school day and living in a residential facility during the week

- **Correctional Facility**

- **Private School Placement by Parents**

LEAST RESTRICTIVE ENVIRONMENT STUDENTS AGES 3 TO 5 (Check one)

IN a REC Program

IN a REC Program GREATER than 10 hours per week and:

A Regular Early Childhood (REC) Program means a program outside the child's home that includes at least 50% children without disabilities.

___Special Education services with non-disabled peers(14)

___Special Education services elsewhere(17)

IN a REC Program LESS than 10 hours per week and:

If the child attends a REC Program, check the appropriate line from the first four choices.

___Special Education services with non-disabled peers(18)

___Special Education services elsewhere(19)

NOT IN a REC Program

NOT IN a REC Program

If the child does not attend a REC Program, check the appropriate line from the five remaining options

___Separate Class(35)

___In separate day school (public or private)(16)

___Residential facility (public or private)(15)

___Home(13)

___Service provider location(36)