

**Consideration of Student Needs****Optimal Consideration of Student Needs**

- Decisions are based on a variety of current data sources on academic, functional performance and other educational needs as described in the IEP (Present Levels, Goals/Objectives).
- Student need is the priority basis for making decisions. Factors such as eligibility category, severity of disability, needed modifications to the curriculum, existing staff and program configuration are considerations only.
- Service delivery models at the school are designed to fit student needs. The sum of unique student needs are used to develop programs and allocate staffing and resources.
- Students with low incidence disabilities or unusual needs are only placed at another school/setting when all options for meeting their needs have been exhausted.

**Substantial Consideration of Student Needs**

- Decisions are based on some academic achievement and functional performance needs as described in the IEP (Present Levels and Goals/Objectives).
- Student need is considered along with factors such as eligibility category, severity of disability, needed modifications to the curriculum, existing staff and program configuration as the basis for making decisions.
- Service delivery models at the school are designed to fit most student needs.
- Students with low incidence disabilities or unusual needs are sometimes placed at another school/setting.

**Partial Consideration of Student Needs**

- Decisions are based on limited anecdotal classroom information and observations as described in the IEP (Present Levels and Goals/Objectives).
- Decisions are based primarily on factors such as eligibility category, severity of disability, needed modifications to the curriculum, existing staff and program configuration. Student need is a secondary consideration.
- Service delivery models at the school are designed to fit common student needs.
- Students with low incidence disabilities or unusual needs are usually placed at another school/setting.

**Minimal Consideration of Student Needs**

- Information in the IEP (Present Levels and Goals/Objectives) is insufficient to demonstrate justification for the placement decision.
- Decisions are based solely on factors such as eligibility category, severity of disability, needed modifications to the curriculum, existing staff and program configuration.
- Service delivery models at the school are designed based on existing staffing and facility variables.
- Students with low incidence disabilities or unusual needs are always placed at another school/setting without consideration of other placement options.

§300.114 LRE Requirements

§300.115 Continuum of Alternative Placements

§300.116 Placements

§300.117 Nonacademic Settings

COMPLEX: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

**Continuum of Placement Options****Optimal Continuum of Placement Options**

- A full continuum of placement options is available within the school/complex/complex area. (Regular class, special class, special schools, home instruction, hospitals and institutions).
- IEPs and prior written notices (PWN) have documented evidence that a full continuum of placement options was considered at least annually for the student(s).
- Reasons for the placement decision (including options considered and rejected) are clearly described in the PWN.
- There is evidence that removal from the regular class occurs only when educational needs in the regular classroom cannot be satisfactorily achieved with appropriate aids and supports.

**Substantial Continuum of Placement Options**

- Placement options are available within the school/complex/complex area. (Regular class, special class, other).
- IEPs and prior written notices (PWN) have documented evidence that a continuum of placement options was considered at least annually for the student(s).
- Reasons for the placement decision (including options considered and rejected) are included in the PWN.
- There is evidence that the IEP team considers appropriate aids and supports necessary for participation in the regular class.

**Partial Continuum of Placement Options**

- The school/complex has both general education and special education classroom placements.
- The placement decision is documented on the PWN.
- There is limited or no description of placement options considered and rejected on the PWN.
- Core content instruction for students with IEPs is delivered in the special education classroom.

**Minimal Continuum of Placement Options**

- The school has one placement option available (e.g. special education services for all students with IEPs are delivered in the general education classroom).
- The placement decision is not documented on the PWN.
- There is no description of placement options considered and rejected on the PWN.
- Instruction for students with IEPs is always delivered in the special education classroom, including "electives" without consideration of other placement options.

§300.114 LRE requirements

§300.115 Continuum of alternative placements

§300.116 Placements

§300.117 Nonacademic settings

§300.327 Educational placements

§300.503 Prior notice by the public agency; content of notice

§300.107 Nonacademic services

§300.108 Physical education

COMPLEX: \_\_\_\_\_

SCHOOL \_\_\_\_\_

DATE: \_\_\_\_\_

**Use of Supplementary Aids and Services**
**Optimal Use of Supplementary Aids and Services**

- A range of supplementary aids and services is utilized to support a variety of student needs in the general education classroom and is a strong match with the needs of the student described in the Present Levels.
- The special education teacher provides supports to the student and the general education teacher (based on student need) via strategies such as, co-teaching, ongoing consultation, itinerant direct services to the student, and curricular/instructional planning and modifications.
- The need for training and assistance to support general education teachers of students with IEPs is considered by the IEP team and, if appropriate, documented on the IEP.
- Supports are provided to students with IEPs, when needed, to participate in nonacademic and extracurricular activities.

**Substantial Use of Supplementary Aids and Services**

- Some supplementary aids and services are utilized to support student needs in the general education classroom and is a fair match with the needs of the student described in the Present Levels.
- The special education teacher provides supports to the student and the general education teacher via strategies such as occasional consultation, itinerant direct services to the student, and curricular/instructional planning and modifications.
- General education teachers receive training to address an individual student's needs when appropriate.
- Supports have occasionally been provided to students with IEPs to participate in nonacademic and extracurricular activities.

**Partial Use of Supplementary Aids and Services**

- Minimal supplementary aids and services are utilized to support student needs in the general education classroom and match only somewhat with the needs of the student described in the Present Levels.
- The special education teacher provides some supports to the student and the general education teacher via strategies such as occasional consultation and homework assistance.
- If the general education teacher asks for training to help address a student's needs, it is provided.
- Parent volunteers help students with IEPs to participate in some nonacademic and extracurricular activities.

**Minimal Use of Supplementary Aids and Services**

- Generic accommodations/modifications i.e. preferential seating or extended time, are used to support students in the general education classroom and are not a match to the needs of the student described in the Present Levels.
- The special education teacher provides minimal support to the student or the general education teacher.
- General education teachers do not receive any information to address a student's disability.
- Students with disabilities must be able to "hold their own" in nonacademic and extracurricular activities or they will not be able to participate.

§300.114 LRE requirements

§300.115 Continuum of alternative placements

§300.116 Placements

§300.320 Definition of individualized education program

§300.323 When IEPs will be in effect

COMPLEX: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

**Instruction, Curriculum and Assessment****Optimal Instruction, Curriculum and Assessment**

- Instruction for all students with IEPs in Reading/Language Arts and Mathematics, including those with significant cognitive disabilities, is based on grade level state standards.
- Students with IEPs have access to all general education core curricular programs and materials.
- Research based strategies and interventions are provided to meet the unique needs of students with IEPs in the regular classroom.
- Classroom modifications, adaptations, and accommodations are provided for students with IEPs in the regular classroom. Ongoing monitoring of student progress provides information regarding the effectiveness of these supports.
- Student progress is monitored through the use of a structured progress monitoring system at the school. Performance data is used to adjust instruction.

**Substantial Instruction, Curriculum and Assessment**

- Students with IEPs, except those with significant cognitive disabilities, are receiving instruction on grade level state standards.
- Students have access to all general education core curricular programs and materials.
- Some strategies and interventions provided to meet the unique needs of students with IEPs in the regular classroom are research based.
- Classroom modifications, adaptations, and accommodations are consistently provided for most students with IEPs in the regular classroom.
- Student progress is monitored but not using a structured progress monitoring system at the school. Performance data is sometimes used to adjust instruction.

**Partial Instruction, Curriculum and Assessment**

- Some students with IEPs are receiving some instruction on grade level standards and benchmarks.
- Students with IEPs have access to some general education core curricular programs and materials.
- Strategies and interventions are provided to meet the unique needs of students with IEPs in the regular classroom are not research based.
- Classroom modifications, adaptations, and accommodations are consistently provided for some students with IEPs in the regular classroom.
- Student progress is monitored. Performance data is not used to adjust instruction.

**Minimal Instruction, Curriculum and Assessment**

- Students with IEPs are not receiving instruction on grade level state standards.
- Students with IEPs do not have access to all general education core curricular programs and materials.
- Strategies and interventions provided students with IEPs in the regular classroom are general in nature.
- Classroom modifications, adaptations, and accommodations (IEP indicated supports) are not consistently provided for students with IEPs in the general education classroom.
- Student progress is not monitored. Performance data is not used to adjust instruction.

§300.320 Definition of individualized education program

§300.323 When IEPs will be in effect

§300.39 Special education

COMPLEX: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

**Professional Development****Optimal Professional Development**

- Ongoing training that supports understanding and knowledge of students with disabilities, the IEP process, and ensuring access to the general curriculum is provided and/or readily available for all school staff.
- All school staff including principals, has been provided training on LRE requirements and best practices.
- All general education teachers and support staff serving students with IEPs in the regular classroom have been informed about the student's disability, how the disability impacts the student's involvement and progress in the general education curriculum, and the requirements of the student's IEP.
- A variety of training and technical assistance regarding placement options and supplementary aids and services are available to all school staff.

**Substantial Professional Development**

- Training that supports understanding and knowledge of students with disabilities, the IEP process, and ensuring access to the general curriculum has been provided for all school staff.
- Some school staff members have been provided training on LRE requirements and best practices.
- Some general education teachers and support staff serving students with IEPs in the regular classroom have been informed on the student's disability, how the disability impacts the student's involvement and progress in the general education curriculum, and the requirements of the student's IEP.
- Limited training and technical assistance regarding placement options and supplementary aids and services are available to all school staff.

**Partial Professional Development**

- Training that supports the understanding and knowledge of students with disabilities, the IEP process, and ensuring access to the general curriculum is provided to some school staff.
- A few school staff members have received training on LRE requirements.
- General education teachers and other support staff serving students with IEPs in the general education classroom have not been informed about the student's disability and the requirements of the student's IEP.
- Limited training or technical assistance regarding placement options and supplementary aids and services has been provided to some school staff.

**Minimal Professional Development**

- Training that supports the understanding and knowledge of students with disabilities, the IEP process, and ensuring access to the general curriculum has not been provided and is not available to school staff.
- Training for school staff on LRE requirements has not been provided.
- General education teachers and other support staff serving students with IEPs in the general education classroom have not been informed about the student's disability, how the disability impacts the student's involvement and progress in the general education curriculum and the requirements of the student's IEP.
- There is no training or technical assistance regarding placement options and supplementary aids and services available to school staff.

