

Instruction

Special Education

PLACEMENT OPTIONS

INTRODUCTION

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. Parental consent for placement is documented using Consent for Special Education Placement form. Such services are reviewed annually and delivered as close as possible to the child's home. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs.

In interpreting evaluation data and in making placement decisions, the district:

1. Draws upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Ensures information obtained from all of these sources is documented and carefully considered;
3. Ensures that the placement decision is made by a group of persons including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
4. Makes the placement decision in conformity with the least restrictive environment rules.

To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with their peers in regular education environments. Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Each child with disabilities participates to the maximum extent appropriate with non-disabled age appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

SPECIAL EDUCATION PLACEMENT

The Planning and Placement Team has the primary responsibility for determining if a child referred to special education is a child with disabilities and is therefore eligible to receive special education services. Federal and state regulations mandate that parents (guardians) give written consent for the initial placement of their child in a special education program or for a private

Instruction

Special Education

PLACEMENT OPTIONS con't.

placement. The consent must be in writing and given prior to placement. Written consent is obtained by completing the Consent for Special Education Placement form and by obtaining the parent(s)/guardian signature. Parents must be informed of the following.

1. Parents have the right to refuse consent and, if given, may revoke consent at any time;
2. Parental failure to respond within ten (10) school days from the date of this notice shall be construed as refusal of consent;
3. If contested, the child's current educational placement will not change until due process proceedings have been completed; and
4. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

AVAILABILITY OF A CONTINUUM OF SERVICES

When the PPT/IEP meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. The continuum is as follows ranging from programs for students who are not disabled to students who are the most severely disabled:

Regular education is provided for students who are not disabled. This is appropriate when the PPT determines that the student does not require special education and should be served entirely within the regular education program. If suggestions for regular education modifications are made by the PPT, such suggestions are provided to the regular education support system.

Regular education consultation. Placement in the regular public school program, without removal for special education services, is provided for students who can receive an appropriate education in the regular classroom.

Indirect special education services are provided through consultation with the regular education teacher, who provides specially designed instruction within the regular classroom.

Regular education with direct, supplemental special education services. Local public school placement in the regular public school program with minimal removal for special education services is provided as a service option. Direct supplemental special education services such as tutoring, small group or resource room services, or group or individual therapies, are provided at times that do not cause the student to be removed from regular education classes.

Resource room programming within the local public school. Students with special education are enrolled primarily in regular education within their local schools and are provided resource room services on a "Pull-out" basis as a substitution for regular education instruction only when necessary.

Instruction

Special Education

PLACEMENT OPTIONS con't.

Self-contained special education classes. Students with special education needs that cannot be met in regular classes (even with supplementary aids and services) may receive their specially designed instruction in self contained special education classes (i.e., ABA classes) within their regular school building. Unless specifically determined to be inappropriate, regular education homerooms, lunch arrangements, and non-academic activities are provided in the mainstream.

Another school in the district. Students whose educational needs cannot be accommodated in their local school building with the addition of supplementary aids and services may be transferred to another public school building within their district. In such cases, necessary self-contained special education class services (i.e., ABA classes) may be provided, with the maximum appropriate amount of regular class participation in the receiving school and/or neighboring public schools.

Private facility day program. Placement in a day program at an approved private special education program within the state may be necessary to provide an appropriate education.

Private facility residential program. If none of the above options is appropriate, placement in a residential program at an approved special education private school facility within the state is considered to provide an appropriate education. If a child is placed for educational reasons, the placement (including room and board and non-medical care) will be at no cost to the parents. The district ensures that a student with disabilities in a private school or facility has all the rights of a student with disabilities who is served in the school districts.

Psychology or social work services – Counseling services are provided in a small group or individual basis as determined by the PPT. The psychologists also provide assessment services as determined by the PPT.

Speech/Language services – Speech/Language services are provided as much as possible within the contract of the regular classroom, with goals and objectives tied to the general curriculum.

Academically Talented Programs – Students who are identified as gifted and talented are provided direct services on a weekly basis by the LEAP staff, as well as, differentiated instruction in the classroom. Orange Public Schools follows the Renzulli Schoolwide enrichment model.

ADDITIONAL PLACEMENTS TO COMPLETE THE CONTINUUM

The following three placements are also available for students when deemed appropriate by the PPT/IEP: Diagnostic placements, homebound instruction, and hospital instruction.

INSTRUCTION: EARLY INTERVENTION SERVICES (6171.26)

Instruction

Special Education

PLACEMENT OPTIONS con't.

The Orange Board of Education will provide a pre-school program for children with special needs. The program shall have two components:

1. The Consultation Center
2. The Pre-Kindergarten Class

Both shall have as their goals the offering of educational consultation to parents, the identification of children with disabilities and the provision of a continuum of services to meet the needs of pre-school children with special needs.

Legal Reference:

1. Connecticut General Statutes 10-76d Duties and powers of boards of education to provide special programs and services.....
2. State Board of Education Regulations 10-76d-14 Program [esp. (c) Early childhood program]

Diagnostic placements. The purpose of such placements is to assess the needs of a child for whom an IEP may be needed, but for whom the evaluation study is either inconclusive or the data insufficient to determine the child's IEP. A diagnostic placement is a structured program of not more than eight weeks duration.

The following steps must be implemented:

1. The PPT/IEP shall specify, in writing, the diagnostic goals and objectives, as well as the types and amounts of services needed to conduct the program to determine more conclusively the child's needs;
2. The PPT/IEP shall meet at least once every two (2) weeks with personnel working with the child to discuss the child's progress and to revise, where necessary, the services being provided;
3. The PPT/IEP may decide whether the child's diagnostic program will be full-time or part-time;
4. A diagnostic program shall be terminated as soon as the child's needs have been determined, but in any event within eight (8) weeks; and
5. Five (5) school days before the end of the diagnostic program, the PPT/IEP will re-convene and, if required, write the child's IEP based on the findings made during the diagnostic placement as well as other evaluative information regarding the child.

Homebound and hospitalized Instruction.

1. Homebound and hospitalized instruction shall be provided when recommended by the PPT. One or more of the following conditions must apply:

Instruction

Special Education

PLACEMENT OPTIONS con't.

- a. A physician has certified in writing that the child is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school program.
 - b. The child's presence in school endangers the health, safety, or welfare of the child or others.
 - c. A special education program recommendation is pending and the child was at home at the time of referral.
 - d. The child is pregnant or has given birth and a physician has certified that homebound instruction is in the child's best interest and should continue for a specified period of time.
2. Homebound instruction shall be provided when a child's condition will cause absence of at least three (3) weeks duration. Instruction shall begin no later than two weeks from the first day of absence provided nothing in the child's condition precludes it.
 3. Homebound instruction shall be provided for at least one hour per day or five hours per week for children in grades kindergarten through six and two hours per day or ten hours per week for secondary school students. The above standards are specified as minimums and the PPT/IEP may, when appropriate, increase instructional time if the child's mental or physical condition warrants.
 4. When a child is not otherwise in need of special education and related services, homebound and hospitalized instruction shall maintain the continuity of the child's regular program and an IEP is not required. For purely medical reasons (e.g., mononucleosis) a PPT meeting need not be held and an IEP need not be written.
 5. When a child was not previously receiving special education and related services, the requirements of evaluation and an IEP shall apply if there is reason for the PPT to believe that the child will require special education and related services.
 6. When a child has been receiving special education and related services, the PPT/IEP shall modify, if necessary, the short-term instructional objectives in the child's IEP.

UNILATERAL PLACEMENTS

The Board of Education and/or the State Board of Education shall not be responsible for the cost of educating a child requiring special education and related services whose parents/guardians unilaterally place the child.

NON-EDUCATIONAL PLACEMENTS

When a child is placed in a residential facility because of needed services are non-educational, the financial responsibility of the Board shall be limited to the reasonable costs of the special education instruction only.

Instruction

Special Education

PLACEMENT OPTIONS con't.

PLACEMENT PENDING

From the time of referral until the time a placement is made in accordance with a child's individualized education program, including any time necessary to complete due process procedures, the Board of Education shall provide an education for each child consistent with the following:

1. The child shall remain in his or her placement at the time of referral
2. With parental consent, the Board of Education shall provide appropriate temporary services to each child whose behavior has been found to endanger self or others.

PRIVATE FACILITY REQUIREMENTS

The Board of Education may place a child requiring special education and related services in an approved private facility. The Board shall explore all other prioritized placement options first, as listed in the first seven placements of the above placement section. Necessary requirements before such private placement can be considered are:

1. Priority is given to placement within the school district;
2. If placement within the school district is not possible, then priority shall be given to placement in another school district or in a regional educational service center near the child's home;
3. The child's Individualized Education Program shall be maintained;
4. The placement shall be at no cost to parents if it is made for educational reasons;
5. The private facility shall be an approved facility;
6. A child placed in a private facility shall be accorded all of the educational rights the child would have had if served directly by his or her Board of Education.;
7. All out-of-state private facilities shall meet the educational standards which apply to state and local districts of the receiving state; and
8. It is the responsibility of the sending school district to develop and maintain the child's IEP. A private placement shall only be made when the facility can meet the requirements for special education and related services as articulated in the IEP.