

## JUSTIFICATION FOR PLACEMENTS OF STUDENTS WITH DISABILITIES

**Placement is considered after the student's educational services are determined. Removal of students from the regular education environment shall occur 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.**

Justification for placement statements must document that other placement options were considered, as well as the reasons they were rejected. Factors that may not be used to determine placement include the category of disability, configuration of the delivery system, availability of educational or related services, availability of space, and administrative convenience.

The following are possible statements of justification:

1. Skills are below age and grade expectancy and the student/child requires a structured special education program to remediate the specifically identified areas of concern. Services can be appropriately provided in the regular education classroom setting with supplemental aids and services.
2. The student/child's present level of educational performance requires curricular modification and individualized instructional strategies. These services can be appropriately implemented in the regular classroom with direct service from special education personnel for a portion of the day.
3. Academic and cognitive skills are deficient to a level that requires specialized instruction provided in a small group setting for part of the day. This service can be appropriately implemented in a regular classroom with pullout service from special education personnel.
4. The severity, frequency and consistency of the student/child's behavior indicate the need for a structured behavior management program that must be provided in a special education classroom. Implementation of the behavior program in the regular classroom has been unsuccessful.
5. The student/child's present levels of educational performance require total curricular modification and individualized instructional strategies. These services can be appropriately implemented in the regular classroom with direct service from special education personnel for the entire day.
6. The student/child's academic, social, motor, and independent living skills indicate the need for a highly structured environment. Services can only be appropriately implemented in a special program outside the student/child's home school.
7. A more restrictive placement is required to protect the health or safety of the student/child based on documented medical needs. Instruction can best be provided in the home or hospital.
8. The student/child's behavior is so disruptive in a regular school environment, even with extensive support from special education staff, including the use of supplemental aids and services and implementation of positive behavioral support strategies, that the student/child must be placed in an institution for instructional purposes.