Education Agency Logo and Information Here

# Special Education Placement Determination

## Student’s Name Date Student ID #

**Placement Team** (name and title):

Person Knowledgeable About the Student

Person Knowledgeable About Evaluation Data

Person Knowledgeable About Placement Options

Other

Parent

Other

This placement is based on:

D the **attached** IEP dated

D attached evaluation information

D other:

## Below, document discussions regarding placement option(s), and indicate selected placement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Placement Option(s) Considered | Benefits | Possible Harmful Effects on the Child and/or the Services to be Provided | Modifications/Supplementary Aids & Services Considered | Indicate Whether Option is Selected and Reason(s) Rejected or Selected |
| **Regular class with support** |  |  |  | D **Selected** D **Rejected** |
|  |  |  |  | D **Selected** D **Rejected** |
|  |  |  |  | D **Selected** D **Rejected** |

D **Parent provided with copy of placement determination.**

 **Federal Placement Code (SECC)**

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## This form is used to:

**Special Education Placement Determination**

* Document the IEP/Placement team’s consideration of placement options and placement determination in accordance with the least restrictive environment requirements of 20 USC §§ 1412, 1413, and 1414.

 Meet the requirements of OAR 581-015-2190, 581-015-2195, 581-015-2240, 581-015-2245, 581-015-2250, and

581-015-2255.

* Document that the parent has been given a copy of the placement form.

## Overview of requirements:

Placement determination is made by a group of people, including the parents that are knowledgeable about the student and knowledgeable about the evaluation data and placement options. A continuum of placement options must be available to meet the needs of students with disabilities for special education and related services. The continuum includes:

./ instruction in regular classes (with or without resource room support)

./ special classes

./ special schools

./ instruction in hospitals and institutions

./ home instruction

Placement options must be available to the extent necessary to implement the individualized education program for each student with a disability.

Placement decisions must be made in conformity with the least restrictive environment (LRE) provisions. These provisions direct that to the maximum extent appropriate, students with disabilities be educated with students who are nondisabled, and that special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if 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. The placement must be made in the school that the student would attend if not disabled unless unique circumstances prevent this placement. A student with a disability cannot be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement must be:

./ determined at least annually

./ based on the student’s IEP

./ made as close as possible to the student’s home

## Directions:

1. Identify meeting participants:

List all members participating in the placement decision. This can be accomplished by gathering signatures of participants, or by simply listing the names of individuals that participated. Signatures are not required on a placement determination form.

1. To document ***Placement Determination***, the Placement Team reviews the current IEP and the services identified that are to be provided, and the current evaluation information. Any evaluation information used in determining placement should be attached or listed under “other”.
2. After reviewing the IEP and evaluation data, identify and document all placement options considered. For example:
	* Regular class (e.g. regular class with in class support, regular class with consultation)
	* Regular class with resource room support
	* Special or separate class (e.g. life skills class, behavioral support class)
	* Special or separate school (e.g. OSD day student, OSB day student, therapeutic program located in separate school)
	* Residential placement (e.g. classroom instruction with residential placement, OSD or OSB residential, residential treatment program)
	* Hospital/Institution (classroom instruction in hospital, individual instruction in hospital)
	* Home Instruction
3. For each of the placement options considered, describe:
4. The benefits of this placement (e.g. academic benefits, nonacademic benefits);
5. The possible harmful effects on the child or on the services in this placement option;
6. The modifications/services that were considered to maintain the student in a less restrictive option (before selection of a more restrictive option).

Note: If the Placement Team is documenting that a regular classroom placement is appropriate to implement the services identified on the IEP, the Team may, but is not required to, consider more restrictive placement options.

## Note: The team should consider placement options specifically requested by the parents.

1. Document which placement option is selected.
2. Give the parents a copy of the placement determination form.

Note: All **initial** placements require Prior Written Notice and Consent. Any **changes** in placement, made during the subsequent annual placement review, require Prior Written Notice. The Team can provide this notice by using a Prior Notice of Special Education Action. The district must also provide prior written notice of refusal if the parent requests a placement, the team considers but does not reach consensus, and the district resolves the lack of consensus by refusing the parent’s requested placement.

1. After making the placement determination, enter the Federal Placement Code for the placement selected. See SECC Process and Content Manual, posted on the ODE website at: [http://ode.state.or.us/data/schoolanddistrict/funding/sped/secc/manual.doc.](http://ode.state.or.us/data/schoolanddistrict/funding/sped/secc/manual.doc)