

Continuum of Alternative Placements

ARSD 24:05:28:01. Least restrictive program to be provided. Children in need of special education or special education and related services, to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program. Special classes, separate schooling, or other removal of children with disabilities from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ARSD 24:05:28:02. Continuum of alternative placements. Alternative placements which must be made available include the following:

- (1) Regular educational programs with modification;
- (2) Resource rooms;
- (3) Self-contained programs;
- (4) Separate day school programs;
- (5) Residential school programs;
- (6) Home and hospital programs; and
- (7) Other settings.

For each of the programs listed in this section, the IEP team shall determine the extent to which related services are required in order for the child to benefit from the program. The length of the school day must be equal in duration to that of a regular public school day unless an adjusted school day is required to meet the individual needs of the child. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement, as applicable.

In those cases where placement is made in a separate day school program or residential school program, the district may abide by the school term of the facility in which the child is placed based on the individual needs of the child.

(Cross Reference: §300.115 Continuum of alternative placements)

The purpose of the document is to assist Individual Education Program (IEP) team in determining the appropriate placement category based upon the students specialized instruction and location of services. The document will also correlate the "continuum of alternative placement" category to the "educational environment" data reporting category required by the federal Data Accountability Center (DAC).

Crosswalk

Federal Language	DACs Language	ARSD Language
Instruction provide in the regular education classroom. (Itinerant Instruction)	Inside the regular class 80% or more of day	(0100) Regular educational programs with modification
Special Class (Itinerant Instruction)	Inside regular class 79-40% of day	(0110) Resource rooms
	Inside the regular class less than 40% of day	(0120) Self-contained programs
Special School	Separate school	(0130) Separate day school programs
Institutions	Residential facility	(0140) Residential school programs
Home Instruction Instruction in Hospitals	Homebound/Hospital	(0150) Home and hospital programs
	Correctional Facilities	Other Settings (Coded by SEP)
	Parentally placed in private schools	Other Settings (Coded by SEP)

Calculate the total hours/minutes in the school day applicable to the student.

The time a student with disabilities spends during lunch, recess and study periods should be counted as time spent inside the regular classroom, unless the student has been removed from the environment with nondisabled students in order to receive services related to the student's disability. If a student is segregated from nondisabled students during lunch, recess or study period, the time spent during that activity should not be included in the numerator of the calculation of percentage of time in the regular classroom.

In calculating the percentage of time that the student spends inside the regular classroom, the denominator should include the total number of hours in the student's school day. If a student does not attend for a full school day, the calculation should only include the number of hours that the student attends school.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

A student with a disability who attends an alternative school or participates in an educational program in an alternative setting for students with and without disabilities within a regular public

school and educational time is spent in age-appropriate settings that include students with and without disabilities should be considered time spent inside the regular classroom. This is true regardless of whether special education support is provided to the student in this setting.

A student who is placed by court order in a residential mental health facility (other than a hospital) and is receiving special education and related services under an IEP in that setting would be reported under the category of residential facility if it is only for students with disabilities. If the residential facility is for students with and without disabilities, since the placement is for mental health purposes, the best option would be to report the student in the *homebound/hospital* category.

On the child count date, if the student is in a residential facility for students with disabilities at public expense, even if the duration of that placement is intended to be short-term, the student should be reported in the *residential facility* category.

For a parentally-placed private school student with a disability who receives special education and related services **in a public school setting** the student is considered to be *parentally placed in private schools* category, as the student is enrolled by a parent or guardian in a regular parochial or other private elementary and secondary school and whose basic education is paid through private resources and receives special education and related services at public expense from an LEA or educational service unit under a service plan

General Classroom with Modifications (0100)

Inside the regular class 80 percent or more of the day. *Unduplicated* total who were inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

Example: Student receiving services in a public school building/setting

- 7 hour school day
 - 3 hour is in the general classroom setting with non-disabled
 - 1 hour is in the resource room with other students with disabilities
 - 3 hours are spent in on the job training at the **local grocery store** with non-disabled

Example: Student receiving services in a public school building/agency

- 7 hour school day
 - 3 hours are spent at a local agency with individuals with & without disabilities

- 1 hour at school in the resource room with other students with disabilities
- 3 hours in the general education classroom

This category could include students who are receiving educational services and living at agencies such as Abbott House, Our Home, Children’s Home Society, Chamberlain Academy, STAR Academy, Human Services Center at Yankton and Juvenile Detention Centers.

This could also apply to students receiving educational services at Center Based Programs and Alternative programs on or off school campus with or without students with disabilities.

- 7 hour school day
 - 5 hours is in the general classroom agency setting with non-disabled peers
 - 1 hour is in the agency resource room
 - 30 minutes group counseling with individuals with & without disabilities
 - 30 minutes counseling/related service/counselors office

Resource Room (0110)

Inside regular class no more than 79% of day and no less than 40% percent of the day. *Unduplicated* total who were inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Example: Student receiving services in a public school building/setting

- 7 hour school day
 - 4 hour is in the public school general classroom setting with non-disabled
 - 2 hour is in the public school resource room with other student with disabilities
 - 1 hour of related service away from non-disabled peers

Example: Student receiving services in a public school building/agency

- 7 hour school day
 - 2 hours are spent at a local agency with individuals with disabilities
 - 2 hour at school in the public school resource room with other students with disabilities
 - 3 hours in the public school general education classroom

Example: Student receiving services in a public school building/agency

- 7 hour school day
 - 4 hour is in the general classroom agency setting with non-disabled peers
 - 2 hour is in the agency resource room with other students with disabilities
 - 30 minutes speech/related service/speech room
 - 30 minutes counseling/related service/counselors office

This category could include students who are receiving educational services and living at agencies such as Abbott House, Our Home, Children’s Home Society, Chamberlain Academy, STAR Academy, Human Services Center at Yankton and Juvenile Detention Centers.

This could also apply to students receiving educational services at Center Based Programs and Alternative programs on or off school campus with or without students with disabilities.

Self-contained Classroom (0120)

Inside regular class less than 40 percent of the day. *Unduplicated* total who were inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Example: Student receiving services in a public school building/setting

- 7 hour school day
 - 2 hour is in the public school general classroom setting with non-disabled
 - 4 hour is in the public school resource room with other student with disabilities
 - 1 hour of related service away from non-disabled peers

Example: Student receiving services in a public school building/agency

- 7 hour school day
 - 2 hour is in the public school general classroom setting with non-disabled
 - 2 hour is in the resource room with other student with disabilities
 - 2 hour in alternative program off campus with other students with disabilities
 - 1 hour of related service away from non-disabled peers

Example: Student receiving services in a public school building/agency

- 7 hour school day
 - 1 hour is in the agency general classroom setting with non-disabled peers
 - 5 hour is in the agency resource room with other students with disabilities
 - 30 minutes speech/related service/speech room
 - 30 minutes counseling/related service/counselors office

This category could include students who are receiving educational services and living at agencies such as Abbott House, Our Home, Children’s Home Society, Chamberlain Academy, STAR Academy, Human Services Center at Yankton and Juvenile Detention Centers.

This could also apply to students receiving educational services at Center Based Programs and Alternative programs on/off school campus with or without students with disabilities.

Separate School (0130)

Unduplicated total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities;
- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
- public and private residential facilities if the student does not live at the facility.

Example: Student receiving services in a public school building/agency but are not living at the agency.

- 7 hour school day
 - 1 hour is in the public school general classroom setting with non-disabled
 - 1 hour is in the resource room with other student with disabilities
 - 4 hour in alternative program on campus with other students with disabilities
 - 1 hour of related service away from non-disabled peers

Example: Student receiving services in a public school building/agency but are not living at the agency.

- 7 hour school day
 - 2 hour is in the resource room with other student with disabilities
 - 4 hour in an agency program off campus with other students with disabilities
 - 1 hour of related service away from non-disabled peers

This category could include students who are receiving educational services at agencies such as Volunteers of America, Children's Care and Alternative programs who provide services only to students with disabilities.

Residential Facility (0140)

Unduplicated total who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

Example: Students receiving services at an agency only for students with disabilities and are living at the agency.

- 7 hour school day
 - 2 hour is in the agency classroom with other student with disabilities
 - 4 hour in an agency program off campus with other students with disabilities
 - 1 hour of related service in agency classroom

This category could include students who are receiving educational services at agencies such as Volunteers of America and Children's Care.

Home/Hospital Program (0150)

Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.

Do not include children with disabilities whose parent/guardians have opted to home-school them and who receive special education at the public expense.

Example: This category would include students receiving their educational services at home due to extraordinary medical or behavior issues. The IEP must also document the amended length of school day.

Example: This category could include students who are receiving educational services at agencies such as Avera-McKenna Hospital or Hospital Rehabilitation Centers.

Correctional Facility

Unduplicated total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential), or
- correctional facilities.

Data reporting for this category is managed by Special Education Programs

Parentally Placed in Private Schools

Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.⁵ Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

Data reporting for this category is managed by Special Education Programs