

Meridian School

Placement Consideration Flowchart



General Education		
<p>Has the district tried...</p> <ul style="list-style-type: none"> • Providing accommodations within the regular education environment? • Altering the means of representation of materials using Universal Design for Learning? • Offering multiple ways for students to express their learning? • Using various engagement strategies based on Universal Design for Learning principles? • Utilizing assistive technology to support independence? • Providing time and support for general and special education teachers to collaborate on strategies for the student? • Accessing and/or creating parallel curriculum? • Teaming with related service providers to increase access and participation? 	Special Classes	
	<p>In addition to the items listed to the left, has the district also tried...</p> <ul style="list-style-type: none"> • Providing specially-designed instruction appropriate for the student's needs and ability level? • Providing accommodations within resource room instruction and learning? • Modifying curriculum content and/or expected learning targets as appropriately challenging in light of the student's circumstances? • Requesting on-site support from ESU 13 special education professionals? • Providing professional development opportunities to teachers and paraprofessionals focused on education for students with more significant support needs? • Providing opportunities for shadowing, coaching, or other professional collaboration with area special education colleagues? 	Meridian School
<p>Available supports:</p> <ul style="list-style-type: none"> • ESU 13 Professional Learning Department • ESU 13 Special Education Department • ESU 13 Behavioral Mental Health Department • ESU 13 Tier 1 Behavioral Support Team • ESU 13 UDL Modules/Training • ESU 13 Parallel Curriculum Training/Consultation • Nebraska Autism Network • Nebraska Assistive Technology Partnership • Nebraska MTSS • Nebraska PBIS 		<p>Has the team considered the following questions...</p> <ul style="list-style-type: none"> • Has the school attempted to provide a wide range of supplementary aids and services, including resource room instruction? • Has the school made efforts to modify the regular education program to accommodate the child? • Do the school's effort constitute at least serious consideration rather than token gestures? • Does the comparison between an alternative placement and a traditional placement include consideration of social skills, as well as academic progress? • Would education experts favor an alternative placement in terms of relative benefit to the child? • Is there a negative effect so disruptive that the education of other students is significantly impaired? • Does the child's disability demand so much of the teacher's time that the teacher could not educate other children?