

Guiding Questions for Inclusive Service Delivery

A Companion Resource for [Step 2](#) of [Comprehensive Inclusive Education In Washington](#)

The guiding questions below can assist teams to think critically and equitably about how to envision (or re-envision) placement in ways that provide access to general education settings and instruction for a student eligible for special education services, including a student with extensive support needs. Workspace to unpack each guiding question and review additional team considerations is provided below. Teams can use any and/or all of these questions as they make decisions about inclusive service delivery.

<i>Guiding question</i>	<i>Team considerations</i>	<i>Team notes</i>
Are any special education services provided outside of the general education class?	If the response is “yes”, don’t stop there. Ask why the student needs special education services outside of the general education classroom? Is it for a burst of service or long-term? How can the adults change their services to support the student in class during meaningful times of the day?	
Does the LRE decision support the student's progress toward the family's <i>valued life outcomes</i> , including working, living, playing, and contributing to the community now and in the future?	The IEP team will find it helpful to consider the student and family's long-term vision as they reach the appropriate LRE decision. (Refer to <i>Comprehensive Inclusive Education in Washington</i> , Step 1: Collaborative Conversations with Family, pp. 8-9)	
Has the team considered flexible service delivery and how to creatively offer special education and other services within the general education classroom to the greatest extent appropriate?	Team members can discuss how and when general education teachers (including ML teachers when applicable), special education teachers, Title 1 teachers and other interventionists, paraeducators, and/or peers will support the student's learning in general education environments.	



<i>Guiding question</i>	<i>Team considerations</i>	<i>Team notes</i>
If special education services need to be provided outside the context of the general education classroom, are <i>flexible learning spaces</i> being utilized?	Flexible learning spaces are areas in the school that benefit all students and can be used for various activities, such as work areas outside the classroom, hang-out spots for relaxing or taking a break, small group spaces, or individual instruction areas for all students. If flexible learning spaces are not currently available in the school, consider where and how they might be implemented.	
If the student is placed in general education <i>less than 80% of the school day</i> , what is the team's plan for increasing time in general education to intentionally build towards 80% or more of the school day?	IEP teams should not assume that the decision to place a student in a more restrictive setting is permanent. When a student is placed in a more restrictive setting, it is important to develop a plan for increasing access and engagement in general education, including in grade-level content classes.	

Adapted from Vandercook, T., Bowman, J., Ghere, G., Martin, C., Leon-Guerrero, R., & Sommerness, J. (2021). [Comprehensive Inclusive Education: General Education & the Inclusive IEP](#). University of Minnesota, TIES Center. October, 2024.

