

# OPERATING PROCEDURES

## LEAST RESTRICTIVE ENVIRONMENT COMPOSITE

Goose Creek CISD

101911

Template update May 2020

Related Resources:

[Least Restrictive Environment](#)

[Placement in a Residential Facility](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

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### PROCEDURES:

#### Least Restrictive Environment (LRE)

##### Access to Facilities

##### ***34 CFR § 104.21***

The District shall ensure that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. The District shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. The District is not, however, required to make each existing facility or every part of a facility accessible to and usable by individuals with disabilities.

### Compliance

Campus or District compliance with these requirements may be achieved by, but shall not be limited to:

1. Redesigning equipment;
2. Reassigning classes or other services to accessible classrooms or facilities within the building;
3. Assigning aides to qualified individuals with disabilities;
4. Visiting an individual's home;
5. Delivering services at alternate accessible locations either at the campus or in another District facility;
6. Constructing new facilities that comply with the law;
7. Utilizing any other methods that would result in making services, programs, and activities accessible to individuals with disabilities.

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Written documentation that students have accessibility may be achieved by ARD/IEP documents and/or campus and district plans. Please contact the appropriate Special Education Program Coordinator for additional assistance.

#### Placement

##### 34 CFR §§300.115 - 300.120

Goose Creek CISD will, to the maximum extent appropriate, ensure that children with disabilities are educated with children who are nondisabled and in special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only if the nature of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

#### LRE Questions appropriate for the ARDC

##### 34 CFR §§300.114 - 300.116

The following are points for discussion and documentation as an ARD committee determines the appropriateness of the Least Restrictive Environment for a student with disabilities.

{Based on *Daniel*

***R.R. v. State Board of Education, 874 F.2d 1036 (5th Cir. 1989)***}

1. Can education in the general classroom, with the use of supplementary aids and services, be achieved satisfactorily for the student?
  - a. Has the Goose Creek CISD taken steps to accommodate the student with disabilities in the general classroom?
    - i. Did the district provide supplementary aids and services?
    - ii. Did the district provide accommodations?
  - b. Are the services provided sufficient?
    - i. The district does not have to provide every conceivable supplementary aid or service.
    - ii. IDEA 2004 (Individuals with Disabilities Education Act) does not require general education teachers to devote all or most of their time to one student with a disability.

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- iii. IDEA 2004 does not require that general education teachers modify the general education program beyond recognition.
      - iv. General education teachers are not required to modify the general education curriculum to the extent that the student with disabilities is not required to learn any of the skills normally taught in general education.
    - c. Will the student receive an educational benefit from general education?
      - i. Can the student grasp the TEKS curriculum elements of the general education curriculum?
      - ii. Consider and document the nature and severity of the student's disability in relation to receiving educational benefit from general education.
    - d. Examine the student's overall educational experience in the mainstreamed environment, balancing the benefits of general and special education for each individual student.
    - e. What effect does the presence of the student with disabilities have on the general classroom environment and thus on the education that the other students are receiving.
    - f. Discuss and document any disruptions in the classroom.
    - g. Does the student require so much of the teacher's attention that the teacher will have to ignore the other students' needs in order to attend to the student with disabilities?
  2. If education in a general classroom cannot be achieved satisfactorily, determine whether the student has been mainstreamed to the maximum extent appropriate for that student.
    - a. Determine if all academic and non-academic classes in general education with nondisabled peers has been considered or tried.
    - b. Determine if mainstreaming for lunch, recess, or other times has been considered.

#### Documentation

Case Managers are responsible for keeping the following documentation:

- Communication log (parents, teachers, students)
- Accommodations log: general education teachers who have students receiving in-class support

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- Inclusion log (paper copies or service time entered directly into eSped): special education teachers and paraprofessionals who provide in-class support to students with disabilities are to maintain In-Class Support logs, and the Case Manager must enter all inclusion time in eSped by the end of the six weeks. Case Managers may enter the time directly into eSped in lieu of keeping a paper log.
- Document all inclusion time in eSped and upload all Accommodation logs in eSped at the end of the semester for each of the six weeks.

By the end of the first semester, case managers should conduct a midyear checkpoint:

- Progress updates for each six weeks should be complete
- IEP Progress updates should be sent home
- Enter all Inclusion logs in eSped

#### Compensatory Services

Compensatory services may come in many forms. For students under 21, compensatory services may mean either “current compensatory education” or “future compensatory education.” For students after the age of 21, compensatory services usually means extending the student’s full educational services for a specific amount of time beyond his or her 22<sup>nd</sup> birthday.

Goose Creek CISD utilizes the qualitative approach to addressing compensatory services. The qualitative approach is a flexible calculation of how many hours of compensatory services are required to place the student in the same position he or she would have been in if the district did not violate the IDEA. It uses an individualized, fact-specific determination of the amount of “reasonably calculated time to provide the educational benefits that likely would have accrued from special education services the school district should have supplied in the first place.”

The following questions should be asked when determining the amount of time for the qualitative approach to address compensatory services:

- (1) What are the child’s “specific educational deficits?”
- (2) Which and how much of these specific deficits resulted from the child’s loss of FAPE?”
- (3) What are “the specific compensatory measures needed to best correct” those deficits?

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The analysis and ultimate decision regarding whether compensatory services will be provided, and if so, what the services will be, should be clearly documented in the deliberations of the ARD Committee meeting. *(Note portions of the Compensatory Services information described above was referenced from the Region 4 Guidance Document for TEA Special Education Strategic Plan, 2018).*

If there is a situation in which the district did not provide services agreed upon in the IEP, or if there is a delay in an Initial Evaluation (SPP 11 compliance requirement), the District **must** consider providing compensatory services.

1. Gather all pertinent data and consult the service provider to determine what the services should have been and what has actually been provided. Service delivery models vary from consultation to direct service. Be certain that there has not been a misunderstanding or miscommunication about the services delivered.
2. Contact the appropriate Program Coordinator to discuss the situation prior to the staffing and ARD meeting.
3. A staffing should be held with all pertinent service providers to review the IEP and the progress the child has made. Below are some topics that should be discussed at the staffing:
  - a. Review the student's progress and rate of learning
  - b. If the child has made progress on the IEP despite the lack of services, the amount of service time should be reviewed to determine if it is an appropriate amount or perhaps if a lowered service time is appropriate. Based upon the data, develop a plan for service to be presented to the ARD committee for review.
  - c. If the child has made limited progress, discuss which goals and objectives specifically are involved and the amount of service time that may be needed to aid in the student's progress. Based upon the data, develop a plan for service to be presented to the ARD committee for review.
  - d. Consider the student's current educational services and how the compensatory services can be addressed as not to put the student in a position of "overload".
4. Contact the parent to schedule an ARD meeting and specifically discuss the purpose of the ARD which is to consider the need for compensatory services.

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During the ARD meeting:

- a. Discuss the services that were not provided and present a plan to the committee based upon the review of the data.
  - b. Listen to any concerns of the parent and/or student regarding the proposed plan.
5. ARD Facilitators/Diagnosticians and SLPs will describe the plan in the Deliberations of the ARD meeting as well IEP Supports/Services of Related Services screens.
  6. Services should be listed in one of two locations. ONLY use the options we have provided for you in the drop down menu.
    - a. IEP Supports/Services
    - b. eStar Related/Other Services

#### Special Education Instructional Service Delivery Models

Goose Creek CISD, to the maximum extent possible, will ensure students with disabilities are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The District provides a full continuum of special education services to meet the individual needs of all students. Although this is not an exhaustive list of services, this section includes information regarding the continuum of service delivery models. Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).

#### Extracurricular/ Non-academic Activities

**TEC § 33.081; 34 CFR §§ 300.107, 300.117**

1. The ARD committee shall consider if any accommodations are necessary for a student to participate in extracurricular/nonacademic activities. These accommodations should be documented in the IEP.
2. The ARD committee should not place the student into specific extracurricular/nonacademic activities. Students must follow similar entrance criteria that non-disabled students must follow to participate in extracurricular/nonacademic activities. However, the ARD committee may determine accommodations are required should he/she meet participation requirements.

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#### SPECIALIZED DISTRICT PROGRAM OR OUT-OF-DISTRICT PLACEMENT

##### PROCEDURES (Applicable to All Special Education Programs)

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#### **Change of Placement Process for Existing Special Education Students in Goose Creek CISD**

The following procedures must be followed before an ARD Meeting is held to consider placement in a District-Wide Program or Out-of-District placement. This procedure is designed to ensure that the student is participating in the Least Restrictive Environment and receiving the proper supports and services based on their current needs and supporting data.

Ultimately, placement decisions shall be made by the ARD committee and shall be based on the individual needs and Individualized Education Program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).

#### **Process Prior to a Change of Placement to a Special Education Program (BSS, FOCUS, Life Skills, SILC etc.) or Out of District Placement**

Before considering a change of placement to a Special Education District Wide program/Out-of- District Placement, it is important that staff involved with the student's services are aware of and implementing all services noted in the student's Individualized Education Program (IEP) and data is being collected documenting the implementation of services.

If campus staff have concerns regarding a student's progress, and are considering a Change of Placement, a staffing should be scheduled with campus staff who are involved with the implementation of the student's IEP (classroom teacher, case manager, evaluation specialist, campus administrator and any other service personnel). Please note if the recommendation for a change of placement is due to the student's behavior, the LSSP and Behavior Specialist or BCBA assigned to the campus should be in the staffing, if at all possible.

The Diagnostician/ARD Facilitator must notify the Program Coordinator for Behavior Services or Behavior Specialist of the student's current placement of the concerns and possible recommendation for a Change of Placement. \*\*Please note the Program Coordinator is not required to attend the staffing.

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During the staffing the following is recommended:

- Review at least six weeks of progress monitoring data
- If the student's behavior is impacting the student's success in the current placement, a Functional Behavioral Assessment (FBA) should have been conducted within the past year and a Behavior Intervention Plan (BIP) developed that addresses behaviors of concern and corresponding interventions based on function. Data should support that the BIP has been properly implemented by the teacher and other staff members working with the student.
- Consider if additional supports and/or alternative strategies and intervention are warranted prior to Change of Placement. Below is specific information that a student may require specialized programming considerations:
  - Consideration of SILC services/placement
    - Consideration of individualized visual schedule that minimizes unstructured time.
    - Documented use of a functional communication system and its effectiveness.
    - Significant learning challenges not linked primarily to a cognitive deficit.
    - Significant stereotypic, repetitive, and challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
    - Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
    - Significant communication skills deficits, such as limited communication form and function.
  - Consideration of Life Skills services/placement
    - Documentation indicating limited progress within general education with modified curriculum and supplementary aides and supports
    - Student requires a pre-requisite curriculum to access the TEKS
    - Need for explicit instruction and development of functional academic skills along with everyday life skills such as self-care, vocational, self-advocacy, etc.



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- Consideration of BSS services/placement
  - Regular systematic behavioral and/or social skill instruction from a school staff member (i.e., special education teacher, counselor, LSSP).
  - Significant challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, lack of self-regulation, and/or aggressive behavior toward others.
  - Significant social deficits in the areas of critical thinking, problem solving, relationship with peers and adults, decision making and self-management.
- Consideration of FOCUS services/placement
  - Regular systematic social skill instruction from a school staff member (i.e., special education teacher, counselor, LSSP).
  - Significant learning challenges not linked primarily to a cognitive deficit.
  - Significant stereotypic, repetitive, and/or challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
  - Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
- Consideration of Medically Fragile services/placement
  - Student requires school health nursing services due to significant medical needs.
  - The student exhibits significant cognitive deficits, physical disabilities, and may be considered medically fragile.
  - Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
  - Significant communication skills deficits, such as restricted communication means and functions.
  - Significant academic and functional difficulties. These are defined as significant and/or repeated difficulties that are severe in intensity and/or are frequent in nature that impede the learning and functional daily living skills of the student despite research-based intervention support. Some examples include: difficulty attaining prerequisite academic skills; difficulty attaining basic

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social skills; lack of basic self-help skills; lack of basic vocational skills, etc.

If there is a recommendation to consider a change of placement to a specialized district wide program, the **Academic Placement Review Form** (see Appendix) should be completed during the initial campus staffing.

After the staffing, the Diagnostician must send the completed Academic Placement Review Form and required documentation to the Coordinator over the district wide program being considered. The Academic Placement Form will then be reviewed by the District Academic Placement Review Team who will provide follow up information on the Academic Placement Feedback Form (See Appendix) which will be sent to the campus Diagnostician/ARD Facilitator.

#### **Conduct the First Staffing with the appropriate Coordinator**

The student's attending campus is responsible for scheduling the first staffing. The staffing must include the campus administrator, the classroom teacher, case manager, and any other service providers and the Program Coordinator of the proposed Change of Placement.

The purpose of the staffing is to discuss the student's needs, current programming, review prior interventions and written documentation regarding the student's response to the interventions, and discuss any proposed changes to the student's educational services.

During the staffing, the Program Coordinator will assist the school in considering all LRE efforts and supports and if a Change of Placement is warranted, the Program Coordinator will contact the receiving program campus within 2 days to inform the campus of the recommendation from the staffing.

In addition, the home campus will contact the receiving program campus staff to inform the campus of the mutually agreed upon times for scheduling ARD, which is recommended to be held as soon as possible but no more than 5 school days after the second staffing.

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#### Conduct the Second Staffing

The student's attending campus is responsible for scheduling the second staffing. The purpose of the second staffing is to ensure the new program campus staff have adequate information to support a successful transition if the ARD Committee agrees on a Change of Placement.

All members at the first staffing must be present as well as the appropriate staff from the campus which is being recommended as the Change of Placement.

#### Home Campus Role in Second Staffing

The role of the student's current educational staff (i.e., sending campus, or same campus with program change):

- Ensure that interventions have been attempted and data has been collected.
- Schedule all staffings and ARDs.
- Be prepared to discuss current interventions/accommodations in place and the student's response to them (present written documentation of student data).
- Listen to suggestions/interventions/concerns posed by the Program Coordinator and/or staff from the potential receiving campus.
- Complete all necessary paperwork for ARDs (i.e., FBA, BIP, IEPs, transportation, etc.).

#### Receiving Campus/Program Staff

The role of the Receiving Campus/Program Staff is to:

- Listen and consider the recommendations of the sending campus/educational staff as they explain the student's current academic and/or behavior concerns/lack of response to intervention/thoughts regarding continuing current placement.
- Review written documentation of student data.
- Collaborate with the sending school staff and Program Coordinator to propose any changes to IEPs, scheduling, and placement recommendations.
- Send a representative (e.g., administrator, teacher, ARD Facilitator, etc.) to attend the staffing and ARD.

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Following the second staffing, the ARD Committee (including staff members from the student's current educational program and from the proposed program BSS, FOCUS, Life Skills, SILC etc.) meet at the student's current campus to consider the recommendations and the ARD committee makes all decisions necessary regarding change of program and placement. \*\* The ARD meeting is held at the campus the student is currently attending (not the campus/program that is being proposed).

**Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and Individualized Education Program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).**

#### Virtual Learning Days

- When ARD Committees are unable to meet in person due to a public health crisis or other reasons, the ARD committee members may meet virtually using the WebEx on-line platform.
- Inclusion time may be provided either face-to-face or virtually through WebEx depending on whether the child is participating in face-to-face instruction or virtual instruction.
- Goose Creek offers both synchronous instruction and asynchronous instruction for classes. Students access synchronous instruction through a WebEx on-line platform. Students may also upload assignments through Google Classroom (3<sup>rd</sup> – 12<sup>th</sup> grade) or in Seesaw (Pre-K – 2<sup>nd</sup> grade and some low incidence classrooms).
- Students in grades 6<sup>th</sup> – 12<sup>th</sup> grade are provided an 1:1 iPad for accessing on-line instruction. Elementary students may apply for a device if one is not available in the home. If students are not able to access technology at all, students may receive packets. However, this is not considered an optimal learning environment.
- Teletherapy may be provided to those students whose parents/guardians sign a consent form. Those services are provided face-to-face (synchronous) remotely through WebEx. If parents do not sign a consent form, then those services will be provided asynchronous through a platform such as Google Classroom or Seesaw (speech therapy).

#### PLACEMENTS IN OUT-OF-DISTRICT/NON-PUBLIC DAY SCHOOL SETTINGS

Goose Creek CISD has the responsibility of providing each special education student a Free and Appropriate Public Education (FAPE). If the special education student cannot be serviced

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appropriately in the school district, then Out-of-District placements may be utilized. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee determines placement.

#### **Prior to Placement**

The Coordinator for Behavior Support Services must be involved in staffings and ARD meetings for a student with a disability that is placed in an Out-of-District Placement unless other arrangements have been made with the Director of Special Education.

If an Out-of-District Placement is warranted, the campus personnel should call a staffing with the Coordinator for Behavior Support Services to review the student's data, needs and considerations for an Out-of-District Placement. See *Procedures for Considering Placement in a Specialized District Program or an Out-of-District Placement at the beginning of this section if considering an Out-of-District placement for a student.*

#### **Out of District Placement Requirements Prior to Staffing with Out of District Specialist**

The Program Coordinator for students placed in specialized programs should staff on a regular and consistent basis with campus personnel to target and monitor the student's successes and struggles. If an out of district placement is warranted, the campus personnel should call a staffing with the Program Coordinator and review at least 2-6 weeks' worth of data that contain the following information. This is not an exhaustive listing, but rather a guidance document to help ensure all lower-level interventions have been utilized before recommending a more restrictive setting.

- Fully self-contained schedule: Since the proposal is to consider placement in one of the most restrictive settings on the continuum, a fully self-contained placement on the campus should be considered prior to ODD recommendation.
- A Functional Behavior Assessment (FBA) completed within the last year: If new behaviors are present that are not identified on the current FBA, a new FBA should be conducted to address these new behaviors and reflected in the ARD document.
- A Behavior Intervention Plan (BIP) that has been revised and changed to show good-faith efforts to address the present behavior concerns. The BIP should target the behaviors identified on the FBA and if revisions are necessary, the BIP should be updated and reflected in the ARD document.
- A personal interest inventory completed with the student to identify positive

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consequences and incentives that the student will work towards/for that will correlate to the positive consequences listed on the BIP.

- Behavior and Social Skills goals: Have they been implemented consistently and appropriately along with the BIP? What is the rate of progress based on? Do we have sufficient progress monitoring data?
- Counseling: Does the student have counseling; is counseling appropriate? If the student does have counseling as a related service, is the amount of time appropriate, or does he/she need more? Are the counseling goals on which the student is working appropriate, or do they need to be modified? If counseling is not present, has a counseling evaluation been completed, or should one be completed to make the determination?
- In-Home and/or Parent Training: Are there critical or non-generalized skills lacking in the home environment, either with the student or parent that would be beneficial? If the student does not currently have In-Home and/or Parent Training, should an evaluation be completed to make that determination?
- Autism or Behavior Consultant: Depending on the disability, has the district BCBA been utilized to make recommendations?
- District-Wide Behavior Paraprofessional and/or Variable Aide: If behavior is so pervasive that the school personnel have been unsuccessful with maintaining, changing or modifying it, has a Variable Aide or District-Wide paraprofessional been requested to provide additional support?
- Revision ARDs: We should see that revision ARDs have been held to address the behaviors that are preventing the campus from providing a Free and Appropriate Education. The ARD committee, which includes the parent(s), should have met, on more than one occasion, to discuss changes and interventions. In the same way that an ARD meeting is called when a student is not meeting an academic goal to discuss additional supports, the same process should be implemented for students who are not being successful due to their behavior.
- Social Worker: Depending on the justification, the campus Social Worker may be an appropriate resource. The social worker can help address mental health, medication, clothing or other difficulties that the student/family may be experiencing that have become antecedents resulting in behaviors manifesting in the school setting.

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After the campus and Program Coordinator have staffed, discussed, and implemented the above-targeted suggestions, if documentation supports an out of district recommendation, a second staffing should be held, which includes the campus personnel and the Coordinator. At the second staffing with the Coordinator, data collection should be presented which operationally defines each of the target behaviors that are preventing the campus from providing the student with FAPE. Along with the behaviors being operationally defined, an average of frequency and/or duration of each behavior, as well as a summary in the form of a timeline of all interventions implemented by the campus should be presented.

*Regardless of the ODD Procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).*

#### ARD Meeting

Non-Public Day Schools are one form of Out-of-District Placements. The legal responsibility for ensuring that appropriate educational services are provided to students remains with Goose Creek CISD. Goose Creek CISD has the following responsibilities when making nonpublic placements:

1. Must initiate and conduct a meeting of the student's ARD committee to develop an IEP for the student.
2. During the ARD process, it must be noted the services that Goose Creek CISD is unable to provide and that the Non-Public Day School will provide through the Out-of-District Supplement.
3. The ARD committee must establish, in writing, criteria and estimated timelines for the student's return to the LEA.
4. The appropriateness of the Non-Public Day School for each student placed shall be documented in the IEP.
5. Goose Creek CISD must make an initial and annual visit to the Non-Public Day School to verify that the day and/or residential Non-Public Day School can, and will, provide the services listed in the student's IEP.
6. TEA must approve the district's recommendation for placement in a Non-Public Day School prior to the student beginning at the school.

#### After the Placement

There are several Out-of-District facilities that Goose Creek CISD utilizes to provide services

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for students with disabilities. The following procedures are to be followed for the home campus staff if a student is attending an Out-of-District placement, please follow the procedures listed below for attendance and grades:

1. The Out-of-District Placement sends the student attendance to the Coordinator for Behavior Support Services or his/her Administrative Assistant on a weekly basis.
2. The Coordinator sends the attendance to the student's zoned campus Attendance Clerk.
3. The Attendance Clerk enters the student's attendance. If a student is having attendance problems or failing to attend school, the Attendance Clerk should contact the Program Coordinator for Out of District Placements to address the issue.
4. Students in Out-of-District placements are required to attend school for the same number of days as Goose Creek CISD. The academic calendar may vary. For example, ABSEast sites follow the Houston Independent School District's school calendar.
5. If the campus Attendance Clerk/ADA has a question about counting absences due to a conflict with the Goose Creek CISD and the Houston Independent School District calendar, contact the Program Coordinator for Behavior Support Services.
6. All Out-of-District facilities send the student's grades and IEP Goals & Objectives updates to the Program Coordinator for Out of District Placements at the Special Education Office.  
The Coordinator sends a copy of the student's grades to the home school's Registrar and a copy of the updated IEP Goals & Objectives to the Campus Based Diagnostician, ARD Facilitator, and/or Campus Based Special Ed Teacher.
7. While a student is placed out of district, the assigned Behavior Specialist is responsible for the case management for the students.

The Diagnostician assigned to Out of District Placement will be contacted by the Program Coordinator for Behavioral Support Services to schedule a staffing and ARD meetings while also ensuring appropriate FIE timelines are completed. The Diagnostician assigned to Out of District Placement will be responsible for scheduling the ARD as well as sending home all documentation regarding the ARD.

While a student is placed out of district, it is the Diagnostician assigned to Out of District Placement's responsibility to complete and facilitate all FIEs and ARDs. The campus assigned Behavior Specialist will be responsible for collaborating with the out of district teachers to develop and write the Present Levels of Academic Achievement and Functioning



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Performance (PLAAPs) as well as all goals and objectives. The Diagnostician assigned to Out of District Placement will be responsible for prepping and facilitating the ARD, and the Coordinator for Behavior Support Services may act as the Local Education Agency (LEA). The OOD facility will work with the assigned Behavior Specialist to submit all drafted, proposed IEP goals and objectives. The campus staff and district staff members conducting the ARD may need to enter the ARD information into eSped, if the facility does not utilize eSped. For students grades 9-12 served in Out of District placements, the home school counselor must participate in or provide a 4-year plan for the Annual ARD process to ensure the students credits are on track for graduation.

#### STAFF RESPONSIBLE:

**District Level:** Director of Special Education, Coordinator for Compliance and Accountability, Coordinator for Evaluation, Program Coordinators, SLPs, SLP-As, other Related Service Providers

**Campus Level:** Case Managers, Campus Diagnosticians, and ARD Facilitators

#### TIMELINES FOR ACTIVITIES:

- Annual visits to residential facilities
- Training for staff about virtual learning days

#### EVIDENCE OF PRACTICE:

- Change of Placement Forms
- Rates of participation in extracurricular and nonacademic activities
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Tracking forms for documentation of services provided during virtual learning days