

FAPE

LEAST RESTRICTIVE ENVIRONMENT

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CONTENTS

LEAST RESTRICTIVE ENVIRONMENT	1
What is Required	1
Continuum of Alternative Placements.....	1
Placement Decisions.....	1
Preschool-Aged Students	2
Career and Technical Education ("CTE") Programs	2
Regional Day School Program for the Deaf.....	2
Students Residing in a Residential Facility.....	2
Definitions	2
Additional Procedures.....	5
Continuum of Alternative Placements.....	5
Placement Decisions.....	6
Preschool-Aged Students	13
Extracurriculars and Nonacademic Services.....	14
Career and Technical Education ("CTE") Programs	14
Regional Day School Program for the Deaf.....	15
Students Residing in a Residential Facility.....	15
Evidence of Implementation.....	20
Resources.....	20
Citations	20
PLACEMENT IN A RESIDENTIAL FACILITY	22
What is Required	22
Texas School for the Blind and Visually Impaired & Texas School for the Deaf.....	22
In-State Versus Out-of-State Placements.....	22
Residential Approval and Application Process	23
Reporting and Responsibility.....	23

Additional Procedures	23
Residential Application Process.....	25
Procurement Process for Residential Facility Contract	26
Reporting and Responsibility.....	26
Evidence of Implementation.....	26
Resources.....	27
Citations	27
VIRTUAL LEARNING DAYS	28
What is Required	28
Additional Procedures	28
Documentation During Virtual Learning	29
Virtual ARD Meetings.....	30
Assistive Technology.....	30
Compensatory Services.....	31
Evidence of Implementation.....	32
Resources.....	33
Citations	33

LEAST RESTRICTIVE ENVIRONMENT

What is Required

District and Campus Special Education Personnel must educate a student with a disability in the least restrictive environment (LRE) which means that the student is educated with students who are not disabled to the maximum extent appropriate. Students should only be placed in special classes or separate schooling, or otherwise be removed from regular education classes when the student cannot be appropriately educated in regular education classes with the use of supplementary aids and services. Campus Special Education Personnel must also ensure that students with disabilities are able to participate with nondisabled students in extracurricular or nonacademic activities or services to the maximum extent appropriate to the needs of the student. See [FAPE - SUPPLEMENTARY AIDS AND SERVICES].

Continuum of Alternative Placements

District and Campus Special Education Personnel must make a continuum of alternative placements for special education and related services available to meet the needs of students with disabilities. The continuum ranges from the least restrictive setting to the most restrictive setting and must include instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions along with the provision for supplementary services such as resource room or itinerant instruction provided in conjunction with regular placement. Generally, the farther removed the student is from the general education classroom, the more restrictive the setting.

Placement Decisions

Decisions regarding placement of students with disabilities must be made by the ARD Committee, including the parents, at least annually based on the student's IEP, in conformity with the least restrictive environment, and as close as possible to the student's home. Unless the IEP requires some other arrangement, the student should be educated at the school that the student would attend if nondisabled. The placement or instructional setting for a student with a disability must be specified in the student's IEP. The IEP must also include an explanation of the extent, if any, to which the student will not participate with nondisabled peers in the regular class and in extracurricular and other nonacademic activities. The instructional settings/placements include:

- Mainstream
- Homebound
- Hospital class
- Speech therapy
- Resource room or services

- Self-contained (mild, moderate, or severe) regular campus
- Off home campus
- Nonpublic day school
- Vocational adjustment class or program
- Residential care and treatment facility (not school district resident)
 - See below [LRE - PLACEMENT IN RESIDENTIAL FACILITY]
- State supported living center.

Preschool-Aged Students

The requirement that District and Campus Special Education Personnel provide students with FAPE in the least restrictive environment also applies to preschool-aged students regardless of whether the District provides free preschool programs to all preschool-aged students. See [CHILD FIND - AGES 0-5].

Career and Technical Education (“CTE”) Programs

Campus Special Education Personnel may provide Career and Technical Education (“CTE”) services to a student with a disability in a separate program specifically designed to address the student’s individual occupational or training needs if a student is unable to receive a FAPE in a regular CTE classroom using supplementary aids and services. When determining placement in a CTE classroom, the ARD Committee will consider the student’s graduation plan, the content of the IEP including transition services, and classroom supports. See [FAPE - GRADUATION & TRANSITION SERVICES].

Regional Day School Program for the Deaf

The District has access to regional day school programs for the deaf operated by school districts at sites previously established by the State Board of Education. In addition, any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance will be eligible for consideration for the Regional Day School Program for the Deaf, subject to ARD Committee recommendations.

Students Residing in a Residential Facility

Students residing in a residential facility must also be educated in the least restrictive environment to the greatest extent appropriate. See [RESIDENTIAL FACILITY WITHIN A DISTRICT].

Definitions

“General education setting” includes general education classrooms and other settings on a campus, including lunchrooms and playgrounds, in which students without disabilities participate.

“Inclusion” is a personalized special education program delivered to a student with a disability in conjunction with a regular education curriculum where support is provided to the student within the general education classroom.

“Mainstream” is an instructional arrangement/setting for providing special education and related services to a student in the regular classroom in accordance with the student’s IEP. Qualified special education personnel must be involved in the implementation of the student’s IEP through the provision of direct, indirect and/or support services to the student, and/or the student’s regular classroom teacher(s) necessary to enrich the regular classroom and enable student success. The student’s IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student’s IEP. Examples of services provided in this instructional arrangement include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, positive classroom behavioral interventions and supports, consultation with the student and his/her regular classroom teacher(s) regarding the student’s progress in regular education classes, staff development, and reduction of ratio of students to instructional staff.

“Homebound” is an instructional arrangement/setting for providing special education and related services to students who are served at home or hospital bedside.

- Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by District policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student’s ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations.
- Home instruction may also be used for services to infants and toddlers (birth through age 2) and young students (ages 3-5) when determined appropriate by the student’s individualized family services plan (IFSP) committee or ARD committee.

“Hospital class” is an instructional arrangement/setting for providing special education instruction in a classroom, in a hospital facility, or a residential care and treatment facility not operated by the school district. If the students residing in the facility are provided special education services outside the facility, they are considered to be served in the instructional arrangement in which they are placed and not considered in a hospital class.

“Speech therapy” is an instructional arrangement/setting for providing speech therapy services whether in a regular education classroom or in a setting other than a regular education classroom. When the only special education or related service provided to a student is speech therapy, then this instructional arrangement may not be combined with any other instructional arrangement.

“Resource room or services” is an instructional arrangement/setting for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.

“Self-contained (mild, moderate, or severe) regular campus” is an instructional arrangement/setting for providing special education and related services to a student who is in a self-contained program for 50% or more of the regular day on a regular school campus.

“Off home campus” is an instructional arrangement/setting for providing special education and related services to the following, including, but not limited to, students at South Texas Independent School District and Windham Independent School District:

- A student who is one of a group of students from more than one school district served in a single location when a free appropriate public education is not available in the respective sending district;
- A student in a community setting or environment (not operated by a school district) that prepares the student for postsecondary education/training, integrated employment, and/or independent living in coordination with the student's individual transition goals and objectives, including a student with regularly scheduled instruction or direct involvement provided by school district personnel, or a student in a facility not operated by a school district (other than a nonpublic day school) with instruction provided by school district personnel; or
- A student in a self-contained program at a separate campus operated by the school district that provides only special education and related services.

“Nonpublic day school” is an instructional arrangement/setting for providing special education and related services to students through a contractual agreement with a nonpublic school for special education.

“Vocational adjustment class or program” is an instructional arrangement/setting for providing special education and related services to a student who is placed on a job (paid or unpaid unless otherwise prohibited by law) with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition goals and only after the school district's career and technical education classes have been considered and determined inappropriate for the student.

“Residential care and treatment facility (not school district resident)” is an instructional arrangement/setting for providing special education and related services to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the school district providing educational services to the students. In order to be considered in this arrangement, the services must be provided on a school district campus. If the instruction is provided at the facility, rather than on a school district campus, the instructional arrangement is considered to be the hospital class arrangement/setting rather than this instructional arrangement. Students with disabilities who reside in these facilities may be included in the average daily attendance of the district in the same way as all other students receiving special education.

“State supported living center” is an instructional arrangement/setting for providing special education and related services to a student who resides at a state supported living center when the services are provided at the state supported living center location. If services are provided on a local school district campus, the student is considered to be served in the residential care and treatment facility arrangement/setting.

Additional Procedures

The student’s ARD Committee and District and Campus Special Education Personnel will ensure that a student with a disability spends as much time as possible with peers who do not receive special education instruction. District and Campus Special Education Personnel will tailor the environment in which the special education and related services are provided to the student’s individual needs and disabilities.

The student’s ARD Committee will only consider placing the student in special classes or a separate school—or otherwise remove the student from the general education classroom—where the ARD Committee determines that the District cannot provide an appropriate education within the general education classroom with supplementary aids and services.

Continuum of Alternative Placements

District and Special Education Personnel will provide a continuum of alternative placements that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Where appropriate, District and Special Education Personnel will offer the opportunity for the student to receive supplementary services, including instruction in a resource classroom or inclusion instruction, in conjunction with placement in the general education setting.

The following continuum of services is provided for special education students enrolled in the District:

PLACEMENT	DESCRIPTION
General education classroom.	<ul style="list-style-type: none"> On a full-time basis, student is placed in the classroom he would attend if he did not have a disability. Student does not receive supplementary aids or services. A special education teacher may monitor the student on a daily or weekly basis.
General education classroom with accommodations and modifications.	<ul style="list-style-type: none"> Student attends a general education classroom on a full-time basis. Student receives accommodations and modifications to the instructional program.
General education classroom with individualized instruction.	<ul style="list-style-type: none"> Student attends a general education classroom on a full-time basis. Student receives specialized instruction from special education personnel in that classroom during a portion of the day.
General education classroom with pull-out services.	<ul style="list-style-type: none"> Student attends a general education classroom for most of the school day. Student receives specialized instruction for part of the day in a resource room or self-contained classroom.
Part time in a general education classroom with most of the day in another setting.	<ul style="list-style-type: none"> Student attends a general education classroom for part of the school day. Student receives specialized instruction in another setting (a resource room or self-contained classroom) for most of the day.
Self-contained special education classroom.	<ul style="list-style-type: none"> Student attends a regular public school, but he is placed in a self-contained classroom only for students with disabilities. Student has opportunities for participation with nondisabled peers in nonacademic and extracurricular activities.
Special day school.	<ul style="list-style-type: none"> Student does not attend a regular public school. He attends a separate school solely for students with disabilities, usually with no opportunity to participate with nondisabled peers.
Residential treatment facility or hospital.	<ul style="list-style-type: none"> Student receives treatment, instruction, and services at a facility where he resides or in a hospital, usually because the student's disability causes him to require round-the-clock services to make educational progress.
Homebound instruction.	<ul style="list-style-type: none"> Student receives all his instruction at home from an itinerant teacher, usually on a temporary basis due to severe medical or psychological issues. Student is likely to have little or no interaction with other students.

Placement Decisions

The ARD Committee, including District and Campus Special Education Personnel, the student's parent or guardian, and other persons knowledgeable about the student, will

hold an annual ARD meeting to determine the student's placement. The ARD Committee will first consider whether placement in the general education classroom is possible by asking the following questions:

- Can the student be appropriately educated in the general education classroom?
- What efforts has the Campus made thus far to determine whether the student can be appropriately educated in the general education classroom and were those efforts successful?
- Has the whole range of aids, services, or additional supports necessary to allow the student to receive FAPE in the general education classroom been considered including resource rooms and additional inclusion support? See [SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES].
- Has the Campus made efforts to modify the regular program to accommodate the student and were those efforts successful?
- Has the Campus considered both the education benefits as well as the social and communication benefits of a regular education setting?
- What are the negative effects on the education of other students in the regular classroom if the student with a disability were integrated in the classroom? Does it significantly impair the education of other students or does it require so much of the teacher's time that the teacher will be unable to educate the other students?
- Is the cost of integrated placement, with appropriate supplementary aids and services, so great that it would significantly impact the education of the other students in the District?
- Is it possible to place the student in regular education for some academic programs?
- Is it possible to place the student in regular non-academic classes?
- Is it possible to provide interaction with nondisabled students during lunch and recess?

The ARD Committee will make an individualized placement determination for each student, considering all relevant evaluation data and placement options. This will include balancing the student's overall educational experience in a regular education setting with the benefits the student would receive in a special education setting. For example, a student may greatly benefit from the social aspects of a regular education classroom while absorbing limited educational information in that setting. The ARD Committee will also consider any potentially harmful effects on the student or the quality of services when selecting the placement. The ARD Committee should not place a student outside of the general education classroom solely because of needed modifications to the general education curriculum. However, a student with a disability need not fail in the general

education environment before the ARD Committee can consider or implement a placement in a more restrictive setting. Moreover, the ARD Committee can consider the student's past record of performance in a mainstream environment elsewhere in the District or even another school district.

Placement decisions must be based on the individual needs of the child, as determined by the student's IEP. Placement decision may not be based solely on factors such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, or availability of space. In addition, administrative convenience is never a legitimate consideration in determining LRE. The ARD Committee will not consider lack of personnel or resources as an excuse to relieve the District of the obligation to make FAPE available to students in the LRE.

The ARD Committee will consider whether the student needs to attend a campus or placement other than the campus that the student would attend if nondisabled. The District may choose to centralize services where it is necessary to serve the needs of the student, utilize personnel effectively, and provide a comprehensive and consistent program. If possible, however, the ARD Committee will place the student in the campus that the student would attend if nondisabled. Additionally, for all students that may require placement in a setting outside of the student's home campus, the Campus Special Education Personnel should consider having knowledgeable staff from the particular centralized site or outside placement attend the ARD Committee.

The ARD Committee will outline the placement decision in the student's IEP and explain the extent, if any, that the student will not participate with nondisabled peers in the general education setting and/or in extracurricular and other nonacademic activities. The ARD Committee should consult with the parent or guardian to ensure that placement is as close as possible to the student's home.

Following the placement decision, Campus Special Education Personnel will provide the student's parent or guardian with Prior Written Notice regarding the placement decision following the ARD meeting and wait the required 5 school days before implementing the student's new placement, unless the parent waives the 5-day notice.

The student's placement will be reviewed at least annually by the student's ARD Committee and the continued appropriateness of the placement will be based on the individual student's progress on his or her IEP and current and unique needs. In addition, the ARD Committee will consider any potential harmful effects on the student or on the quality of services that the student needs as well as the student's access to non-disabled peers when analyzing the appropriateness of the placement.

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, Academic Instructional Specialist, 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 Coordinator of the student's current placement of the concerns and possible recommendation for a Change of Placement. **Please note the Coordinator is not required to attend the staffing.

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.
- 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 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.

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 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 Coordinator will assist the school in considering all LRE efforts and supports and if a change of placement is warranted, the 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.

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 recommendation
- Send a representative (e.g., administrator, teacher, ARD Facilitator, etc.) to attend the staffing and ARD.

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).

Should the ARD Committee determine that the District failed to provide a continuum of alternative placements and/or placement in the appropriate setting, the ARD Committee shall determine the type, duration, frequency, and amount of compensatory services, if any, necessary to provide the student. This determination does not require a minute-for-minute computation but rather a qualitative analysis of the services necessary to make up for the skills or learning lost by the previous placement decision. The ARD Committee shall consider what services must be provided to fill a gap between where a student's present level of performance is and where it would have been if the student had been appropriately placed.

Preschool-Aged Students

District and/or Campus Personnel will provide special education and related services in the least restrictive environment to any student between the ages of 3 through 5 that qualifies for special education services in any eligibility category, and any student from birth through age 2 that qualifies for special education services due to a visual impairment or who is deaf or hard of hearing. The preschool-aged student's placement will be outlined in the student's Individualized Family Services Plan ("IFSP") (for a student ages 0 through 2) or IEP (for a student ages 3 through 5).

If the District does not provide preschool programs to nondisabled preschool students,

District Special Education Administration will consider whether the District will provide FAPE through other preschool programs operated by public agencies or a private school program. In addition, the ARD Committee may also determine that the least restrictive environment for a preschool-aged student is home instruction where appropriate. See [AGES 0-5].

Extracurriculars and Nonacademic Services

Pursuant to the IDEA, the District must take steps, including the provision of supplementary aids and services determined appropriate and necessary by a student's ARD Committee, to provide nonacademic and extracurricular services and activities necessary to afford students with disabilities an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include athletics, special interest groups and clubs sponsored by the District, health services, recreational activities, counseling, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available. While the IDEA does not require the District to establish extracurricular activities and nonacademic services to students with disabilities, the District is required to take the steps necessary to afford students and equal opportunity for participation in these activities, including informing students of opportunities and providing aids and services for those activities, as determined by the student's ARD Committee.

The ARD Committee shall review at a student's ARD meeting, at least annually, the available extracurricular and nonacademic activities appropriate for the student's age and grade level to ensure each student receiving special education services has equal opportunity to participate in nonacademic and extracurricular activities. While a specific extracurricular activity does not generally need to be included in the student's IEP, the IEP should include any reasonable supplementary aids and services, including transportation, necessary to allow the student equal opportunity to participate in the desired or selected activity. Provision of equal opportunity to participate does not mean every student with a disability has the right to be on an athletic team or that a student is entitled to a particular accommodation. Moreover, the District may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program or activity, as long as the selection or competition criteria are not discriminatory. However, the Special Education Department shall monitor the rates of participation of students with disabilities in extracurricular and nonacademic activities and ensure that there are no generalizations, assumptions, or stereotypes about students with disabilities preventing equal opportunity for participation.

Career and Technical Education ("CTE") Programs

The ARD Committee will include a representative from the CTE program as a member of the student's ARD Committee when determining placement in a CTE program. The ARD Committee will also consider whether current enrollment numbers in the CTE classroom

could have a harmful effect on the student's ability to learn.

For a student with disabilities placed in the CTE program, Campus Special Education Personnel will communicate with the CTE teacher and any state rehabilitation agencies (where necessary) regarding planning for the student. Campus Special Education Personnel will monitor the instruction provided to the student in the CTE program to ensure that the instruction is consistent with the student's IEP. Where necessary and appropriate, Campus Special Education Personnel will provide supplementary aids and services, including, but not limited to, modified instruction and instructional aids and devices, in CTE programs. See [SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES].

Regional Day School Program for the Deaf

Should the ARD Committee determine that placement in the Regional Day School Program for the Deaf is appropriate for a student with a hearing impairment, the ARD Committee will outline the services that the District cannot appropriately provide on a campus and that a regional day school program can provide in the student's IEP.

For placement of a deaf and hard of hearing student in a regional day school program for the deaf operated by school districts at sites previously established by the State Board of Education, the ARD Committee will consider additional factors, such as distance to the nearest regional day school program, before recommending placement at such program.

A member of the ARD Committee and the parent may visit the regional day school program campus to verify that the student will be able to receive FAPE in accordance with their IEP prior to assigning the placement. Campus Special Education Personnel will communicate any potential placement in a regional day school program to District Special Education Administration prior to any final decision regarding the placement.

Students Residing in a Residential Facility

The ARD Committee will make decisions related to placement in a residential facility on an individualized basis considering the student's unique needs, and the District will comply with all requirements related to residential placements. See *below* [LRE-PLACEMENT IN RESIDENTIAL FACILITY]. The ARD Committee will consider both educational and non-educational needs, including health and safety, of the student that may impact the student's ability to receive FAPE on a District campus. However, the ARD Committee should not consider convenience to the District or to the residential facility in the determination to place a student in a residential facility.

District Special Education Administration will consult with the proposed residential facility to determine whether the facility has space available for the student and whether such space, if available, is appropriate for the provision of FAPE based on the student's individual needs. The ARD Committee will identify additional placement options if the

ARD Committee determines that the proposed residential facility is not appropriate. Furthermore, Campus Special Education Personnel will communicate any potential placement in a residential facility to the District Special Education Administration prior to any final decision regarding the placement.

OUT OF DISTRICT PLACEMENT REQUIREMENTS PRIOR TO STAFFING WITH OUT OF DISTRICT SPECIALIST

The 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 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 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 Daily Sub Special Education Aide: If behavior is so pervasive that the school personnel have been unsuccessful with maintaining, changing or modifying it, has a Daily Sub 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.

After the campus and 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. The district must ensure that the school personnel are adequately certified to teach and trained to use the appropriate restraint techniques.

AFTER THE PLACEMENT

There are several Out-of-District facilities that Goose Creek CISD utilizes to provide services 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, ABS East 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 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 Campus Diagnostician or ARD Facilitator will be contacted by the Coordinator for Behavioral Support Services to schedule a staffing and ARD meetings while also ensuring appropriate FIE timelines are completed. The home campus will remain 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 campus based diagnostician'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 Performance (PLAAFPs) as well as all goals and objectives. The Campus Based Diagnostician or ARD Facilitator 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 district staff members conducting the ARD may need to enter the ARD information into Frontline if the facility does not utilize Frontline.

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.

For information relating to District procedures for placing a student at the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf, see *below* [LRE - PLACEMENT IN A RESIDENTIAL FACILITY].

The District will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.

Evidence of Implementation

- FIE
- ARD/IEP
- Continuum of Instructional Settings
- Documentation Regarding Special Education Students Participation in Extracurricular & Nonacademic Activities
- Documentation of Communication with Regional Day School for the Deaf
- Documentation of Communication with Residential Facility
- Documentation of Coordination Between Campus Special Education Personnel and CTE teacher
- Documentation for the state in TSDS, PEIMS, and SPP
- Frontline forms

Resources

[The Legal Framework for the Child-Centered Special Education Process: Least Restrictive Environment - Region 18](#)

[Least Restrictive Environment - Region 20](#)

[The Least Restrictive Environment \(LRE\): Question & Answer Document \(Jan. 4, 2016\) - Texas Education Agency and Region 20](#)

[SPEDTEX - Least Restrictive Environment \(TEA\)](#)

[Student Attendance Accounting Handbook \(TEA\)](#)

[OSERS Letter to Anderson \(Dec. 4, 2012\) – U.S. Department of Education](#)

[OSERS Letter to Anonymous \(Mar. 30, 2009\) – U.S. Department of Education](#)

[OSERS Letter to Wohle \(Feb. 1, 2008\) – U.S. Department of Education](#)

[OSERS Letter to Spitzer-Resnick \(June 22, 2012\) – U.S. Department of Education](#)

[OSERS Dear Colleague Letter on Children with Disabilities Residing in Nursing Homes \(Apr. 26, 2016\) – U.S. Department of Education](#)

Citations

Board Policy EHBA; Board Policy EHBAA; Board Policy EHBAB; Board Policy EHBF;
Board Policy EHBH; 20 USC 1412(a)(5)(A); 34 CFR 300.101, 300.102(a)(1), 300.107,
300.114(a)(2), 300.115(a)-(b), 300.116, 300.117, 300.320; 19 TAC 75.1023, 89.63,
89.1050(a)(6), 89.1075(e), 89.1080

PLACEMENT IN A RESIDENTIAL FACILITY

What is Required

The District must provide a residential placement to a student with disabilities at no cost to the parents if the ARD Committee determines that such placement is necessary for the student to receive FAPE. District Special Education Administration may contract with a residential facility to provide some or all of the special education services listed in a student's IEP if the student cannot obtain an educational benefit in a less restrictive setting. See [ADMISSION, REVIEW AND DISMISSAL COMMITTEE] and see above [LEAST RESTRICTIVE ENVIRONMENT].

When the ARD Committee determines that a residential placement is necessary for FAPE, the ARD Committee must list the services in the IEP which the District is unable to provide and which the residential facility will provide, document the appropriateness of the facility, and verify during the initial ARD meeting and each subsequent annual ARD meeting that the facility meets minimum standards for health and safety, is needed, appropriate, and the LRE for the student. The ARD Committee must also establish, in writing, criteria and estimated timelines for the student's return to the District.

Within 30 calendar days from an ARD committee's decision to place a student in a residential education program, the District must electronically submit to TEA notice of and information regarding placement in accordance with the submission procedures specified by TEA.

When making a residential placement, the District must comply with the use of funds for contract services requirements of the law. See [USE OF FUNDS FOR CONTRACT SERVICES INCLUDING RESIDENTIAL PLACEMENTS].

Texas School for the Blind and Visually Impaired (TSBVI) and Texas School for the Deaf (TSD)

Where appropriate based on the student's disability, the ARD Committee may determine that placement at the TSBVI or TSD is necessary. The ARD Committee must include in the IEP the services that TSBVI or TSD can appropriately provide and the criteria and estimated timelines for the student's return to the District. District Special Education Personnel may make an on-site visit to verify that TSBVI or TSD can and will offer the services listed in the student's IEP and to ensure an appropriate educational program for the student can be offered.

In-State Versus Out-of-State Placements

The District may only enter into a contract with an in-state public or private residential placement that maintains current and valid licensure for the particular disabling condition and age of the student. The facility must be approved by the Texas Commissioner of Education. The same applies for out-of-state placements, so long as the facility is approved by the appropriate agency in the state in which the facility is located.

Residential Approval and Application Process

Residential facilities which provide educational services must have their educational programs approved for contracting purposes by the Commissioner of Education. Approval may be for one, two, or three years, as determined by the TEA. The Commissioner will renew approvals and issue new approvals only for those facilities which have students already placed or which have a pending request for approval from the District.

If a residential facility which has not been approved by the Commissioner of Education is being considered by the District, the District Special Education Administration will notify TEA in writing of its intent to place the student at the facility. TEA will begin the approval procedures and conduct an on-site visit within 30 calendar days after notification.

However, prior approval is not required where a residential facility is only to provide related services or where District or Campus Special Education Personnel are to provide the education services within the residential facility.

District Special Education Administration must submit an application to TEA to receive approval from the Texas Commissioner of Education prior to placing a student in a residential facility where the facility will provide educational services listed in the student's IEP. A residential application may *only* be submitted for educational purposes.

Reporting and Responsibility

The residential facility must periodically report to District Special Education Administration regarding the services the student has received or will receive in accordance with the contract, as well as any diagnostic or other evaluative information that is required to fulfill the District's obligations under the IDEA. In addition, District Special Education Personnel must make an initial and two subsequent onsite visits annually, one announced and one unannounced, to verify that the residential facility can, and will, provide the services listed in the student's IEP that the facility has agreed to provide the student. If a student residentially placed by the ARD Committee changes residence to another Texas school district during the school year but remains in the residential facility, the District that placed the student remains responsible for the residential contract for the remainder of the school year.

Additional Procedures

The ARD Committee will consider several different factors related to the student's individual needs when determining if residential placement is needed, including, but not limited to:

- The District's efforts to provide special education services in a placement within the District, including the curriculum offered and the supplemental services provided;
- The educational benefits of receiving services on a traditional campus versus the educational benefits of receiving services in a residential facility;
- Any possible consequences, both for the individual student and for other students, of having the student educated in a placement within the District;

- Any physical or mental conditions or behavioral challenges prohibiting the student from receiving FAPE in a placement within the District;
- Any recommendations by evaluators or medical professionals in previous assessments related to residential placement; and
- Whether the demand for residential placement is primarily to provide educational benefit.

District or Campus Special Education Personnel must communicate any potential placement at a residential facility to the District Special Education Administration prior to any final decision regarding the placement.

The ARD Committee will determine appropriate placement. If the ARD Committee determines that placement at a residential facility is necessary for the student to receive FAPE, the District will offer the program at no cost to the parents of the student. This may include transportation costs associated with travel to and from the residential facility for the student and/or the parents, as determined necessary and appropriate by the ARD Committee.

After the ARD Committee determines that a student needs a residential placement and the services and supports needed at the residential facility, the District will select the appropriate residential facility with input from the parent. The District Special Education Administrator(s) and/or designees will select the residential facility that is able to meet the needs of the student, in accordance with the student's IEP, including ensuring that the residential facility can provide the services required in the child's IEP and that the facility employs general education, special education, and related service personnel who are certified, endorsed, or licensed to meet the needs of the student in accordance with the student's IEP.

The Special Education Department will maintain a list of residential placement facilities approved by Texas Commissioner of Education in Texas and the services available at those facilities. The District Special Education Department will periodically send representatives of the District to visit all the residential facilities in Texas that are approved by the Texas Commissioner of Education to ensure that up to date information is available regarding the characteristics, services, cost, and available resources for the various residential facilities in Texas. During the visit, the District Special Education Personnel will gather the following information:

- the special education services available at the facility for students;
- the age, disabilities, and needs served by the facility;
- the personnel at the facility, including the number, role, qualifications, certifications, endorsements, and/or licenses of each person;
- the procedures the facility used regarding emergency behavior interventions
- the instructional curriculum and interventions the facility uses;
- the supervision or monitoring offered for the students throughout the day and night;

- the cost; and
- any and all certifications, approvals, and/or licenses held by the facility.

The District will ensure that any in-state facility that the District seeks to place a student maintains current and valid licensure and has been approved or is in the process of being approved by the Texas Commissioner of Education prior to determining that a student will be placed in the facility.

The District will also ensure that any out-of-state facility in which the District seeks to place the student maintains current and valid licensure and has been approved by the appropriate state agency in the state in which the facility is located. If an out of state residential facility is needed because there are no in-state facilities available to meet the needs of the student, the District Special Education Director will notify TEA in writing of its intent to place the student at the facility and request approval. The District will also send a representative to the out-of-state facility before recommending the facility to ensure that the specific needs of the child as identified in the student's IEP can be met.

District and Campus Administrators will receive annual training about placements in residential facilities. This training shall include information regarding the ARD Committee's role in placing students in residential facilities, the various types of residential placements, the application process, and reporting and monitoring responsibilities.

Residential Application Process

District Special Education Administration will notify the TEA of its desire to contract with a residential facility through the residential application process for each individual student the District seeks to place in a residential facility. District Special Education Administration will also submit any request for approval of state and federal funding for residential placement through the residential application process.

District Special Education Administration will indicate the following in its request for approval:

- Placement is not due primarily to the student's medical problems;
- Placement is not due primarily to problems in the student's home;
- The ARD Committee has established criteria and timelines for the student to return to District;
- The ARD Committee has attempted to implement lesser restrictive placements prior to determining that this placement is necessary and appropriate, except in emergency situations as documented by the ARD Committee;
- Placement in the residential facility is more cost effective than alternative placements considered; and
- The residential facility does not provide unfundable/unapprovable services.

Procurement Process for Residential Facility Contract

If a student with a disability needs a residential program to receive special education and related services as determined by the student's ARD Committee, the District must provide that program, including non-medical care, room and board, education-related expenses, transportation to and from the residential facility, and travel expenses for visiting the student at no cost to the parents. After the District Special Education Administration determines the residential facility in which a student needs in accordance with the student's IEP, the District will contract with the residential facility to provide the special education services and placement for the student. An initial on-site visit will occur prior to the ARD to evaluate the residential facility.

Reporting and Responsibility

District Special Education Administration will communicate with the residential facility at least once per District grading period to ensure that the student has received or will receive the services outlined in the student's IEP, gather all progress documentation for the student, and discuss any diagnostic or other evaluative information where necessary. The District Special Education Administration will also communicate with the residential facility and the parent regarding any need for an ARD Committee meeting to discuss any additions or revisions needed to the student's IEP to address any lack of progress and/or current needs of the student. District Special Education Administration will also ensure that the residential facility is continuing to employ general education, special education, and related services personnel who are certified, endorsed, or licensed in the area of assignment and that it uses appropriate emergency behavioral interventions with the student that comply with state and federal requirements and meet the needs of the student in accordance with the student's IEP.

In addition, District Special Education Personnel must make an initial and two subsequent onsite visits annually, one announced and one unannounced, to verify that the residential facility can, and will, provide the services listed in the student's IEP that the facility has agreed to provide the student. During these visits, the District Special Education Personnel will review the student's IEP with the residential facility personnel and obtain documentation verifying that all accommodations, services, modifications, goals and objectives, and other provisions of the student's IEP have been provided.

District Special Education Administration will report all students placed in residential facilities to TEA through the Residential Facility Tracker by the end of the school year annually.

The District will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.

Evidence of Implementation

- ARD/IEP

- Continuum of Alternative Placements Considered
- List & Characteristics of Approved Residential Facilities
- Documentation of Communication with Residential Facility
- Documentation of Site Visits Prior to Placement
- Residential Application
- Approval of Residential Facility
- Documentation of Services & Accommodations Provided by Residential Facility
- Progress Documentation of Student's Goals & Objectives
- Residential Facility Tracker
- Documentation for the state in TSDS, PEIMS, and SPP
- Frontline forms

Resources

[**The Legal Framework for the Child-Centered Special Education Process: Placement in a Residential Facility - Region 18**](#)

[**Student Attendance Accounting Handbook \(TEA\)**](#)

[**Nonpublic Day and Residential Placement Notification and Application – \(TEA\)**](#)

[**Residential Facility Tracker - Texas Education Agency**](#)

[**Special Education in Residential Facilities - Texas Education Agency**](#)

[**OSEP Letter to Covall - U.S. Department of Education**](#)

[**Texas School for the Blind and Visually Impaired**](#)

[**Texas School for the Deaf**](#)

Citations

Board Policy EHBAC; Texas Education Code 29.008(d); 19 TAC 89.61(a)-(c), 89.1085(c)

VIRTUAL LEARNING DAYS

What is Required

If the District provides virtual learning days or remote learning for its general education students due to a school or class closure, such learning must be also available to an eligible special education student. However, according to the U.S. Department of Education, the District is still responsible for providing special education and related services in accordance with a student's IEP in the least restrictive environment on virtual learning days.

Additional Procedures

If a District provides virtual learning days, the District may provide special education and related services through various methods, so long as the services provided align with the services set forth in a student's IEP. When possible, synchronous instruction via Zoom, Google Classrooms, or other virtual platforms will be provided. However, should synchronous instruction not be possible or appropriate, the District shall provide special education and related services through asynchronous instruction through various online learning platforms, recorded lessons, packets, workbooks, etc. Direct or indirect instruction may also be provided via phone calls or other methods of service delivery. The provision of special education and related services on virtual learning days must be individualized based on a student's unique needs.

During virtual learning, service providers should consider the following:

- What skills does this student most need to work on given the current learning environment?
- What skills, if strengthened now, will best position this student to make progress on goals once traditional instruction resumes?
- Are there any barriers to services, such as a lack of access to technology or privacy concerns?
- Is this method of service appropriate for the student?
- Is the student receiving the same or close to the same amount of instruction as provided for in the IEP?
- Is it possible to provide services synchronously rather than asynchronously?

Campus and District Special Education Personnel are responsible for ensuring platforms used for virtual learning are accessible and useable for students with disabilities. This is particularly important for students who have Deaf and Hard of Hearing, Visual Impairments, Deaf/Blindness, Intellectual Disabilities, as well as Emergent Bilingual students with disabilities.

Special education and related services may be provided virtually in an individual or group setting, depending on what is set forth in the student's IEP. Campus or District Special Education Personnel shall provide a consent form to the parent of each student participating in virtual services in a group setting to protect confidentiality, and other precautions shall be taken on online platforms to prevent the disclosure of a student's name to the parent of another student participating in the virtual group services.

If a student is not available or refuses to participate in virtual special education or related services, Campus and District Special Education Personnel shall document the reasons, if known; inform the parent of the offer of services; and document the offer of services. If a lack of access to technology is preventing the student from participating in virtual learning, the District will provide access to technology, such as a iPad or hotspot, where possible. The district provides an iPad to all students whose parents sign required documentation form. If the District is unable to provide sufficient resources to enable the student access, Campus and District Special Education Personnel shall send work to the student in paper form and document efforts to educate the student.

Communication with parent(s) during extended period of virtual learning days will be documented through a communication log. This communication log will record the name of the parent, date and time of the conversation, method of communication, and a summary of the conversation.

Campus and District Special Education Administration and Campus and District Personnel, including but not limited special education teachers, general education teachers, and service providers, will be trained annually regarding the provision of special education and related services during virtual learning days. This training will include information regarding the provision of instructional phone calls, videoconferencing, homework packets, online lessons, and other available distance-based learning approaches. This training will also address maintaining documentation of the provision of services and progress during virtual learning and the procedures for conducting virtual ARD meetings.

Documentation During Virtual Learning

The ARD Committee shall document all decisions made regarding virtual learning in the IEP. Campus and District Special Education Personnel shall document what services are provided virtually, including the date, amount, duration, and mode of delivery. Campus and District Special Education Personnel are responsible for monitoring and documenting student progress during virtual learning days. Documentation should be sufficiently detailed for the ARD Committee to determine whether and/or to what extent additional services may be needed once the student returns to in-person instruction.

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.
- In an event there is a school closure, Goose Creek is able to offer both synchronous instruction and asynchronous instruction for classes as determined by administration. Students access synchronous instruction through a WebEx on-line platform. Students may also upload assignments through Google Classroom (3rd – 12th grade) or in Seesaw (Pre-K – 2nd grade and some low incidence classrooms).

- All students are provided a 1:1 iPad for accessing on-line instruction if parents sign the required documentation. 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).

Virtual ARD Meetings

If a District offers the option for parents and Campus Personnel to attend ARD meetings remotely, the legal requirements for virtual ARD meetings remain the same as the legal requirements for in-person ARD meetings. See [ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING] & [ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP]. This includes the requirement to provide prior notice of an ARD meeting to a parent at least five (5) school days prior to the meeting, identifying the location as virtual/video-conference, the reason for convening virtually, and the issues to be discussed during the meeting.

Campus Special Education Personnel shall document attempts to have the parent participate in a virtual ARD meeting, including any efforts to provide access to parents. Campus and District members of the ARD Committee must have access to the proper technology to participate in the ARD meeting and be trained on how to access the technology prior to the ARD meeting. Additionally, all mandatory members of the ARD Committee are still required to sign the IEP at the end of the ARD meeting to indicate agreement. Electronic signatures are considered valid and legal signatures.

Virtual ARD meetings should be treated in the same manner as in-person ARD meetings. As such, Campus and District members of the ARD Committee must maintain a professional and courteous tone during virtual ARD meetings. Each virtual ARD meeting shall have a clear agenda, and the ARD Committee shall remain focused on the agenda. Cameras should be turned on during virtual ARD meetings to ensure all members are in attendance and participating. As with in-person ARD meetings, the ARD Committee shall listen to and document the parent's concerns and include the District's response in the IEP.

Assistive Technology

The District must permit the use of assistive technology at home or in other settings if the ARD Committee determines it is necessary. Should virtual learning be needed for an extended period, a student's ARD Committee shall determine whether an IEP amendment is necessary to document the necessity of at-home access to assistive technology. District Special Education Personnel may need to facilitate a temporary transfer to the student's home if the assistive technology is not easily portable. The transfer of assistive technology to a student's home shall be documented in writing, and the parent must confirm receipt of the assistive technology in writing.

Compensatory Services

Upon returning to in-person instruction, the ARD Committee will make an individualized determination whether and to what extent compensatory services may be needed, consistent with the applicable requirements, to make up for any skills that may have been lost during virtual learning. This decision shall be made on a case-by-case basis, considering the following individual data for each student:

- What services were temporarily reduced or suspended due to virtual learning;
- Benchmark data from before virtual learning;
- Progress documentation during virtual learning;
- Services provided and student's response to the services;
- If adequate progress was not made, any documentation as to why it was not; and
- Any additional considerations or documentation necessary to determine whether the student requires compensatory services.

If the ARD Committee determines that compensatory services are necessary, the ARD Committee should determine type, location, duration, and frequency of services. This does not require a minute-for-minute computation of services but rather a qualitative analysis of what the student needs to continue to make progress. Compensatory services may be provided before or after school or during the summer months but cannot be provided during regular school hours, during ESY, or through remediation programs offered to all general education students.

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 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.
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

Evidence of Implementation

- ARD/IEP
- ARD/IEP amendments
- Virtual lesson plans
- Communication logs with parents
- Service logs
- Evidence of participation in virtual learning from online platform
- Training documentation
- Documentation for the state in APEX, TSDS, PEIMS, and SPP
- Frontline forms

Resources

[At Home Learning for Students with Disabilities - Texas Education Agency](#)

[Supplemental Fact Sheet Addressing the Risk of COVID in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities – U.S. Department of Education](#)

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak - U.S. Department of Education](#)

[Letter to Wolfram and Mandlawitz \(Jan. 10, 2022\) - U.S. Department of Education](#)

Citations

34 CFR 300.114(a)(2), 300.115