ALIEF MONTESSORI COMMUNTIY SCHOOL
101815

Template update May 2020

Related Resources:
  Least Restrictive Environment
  Placement in a Residential Facility
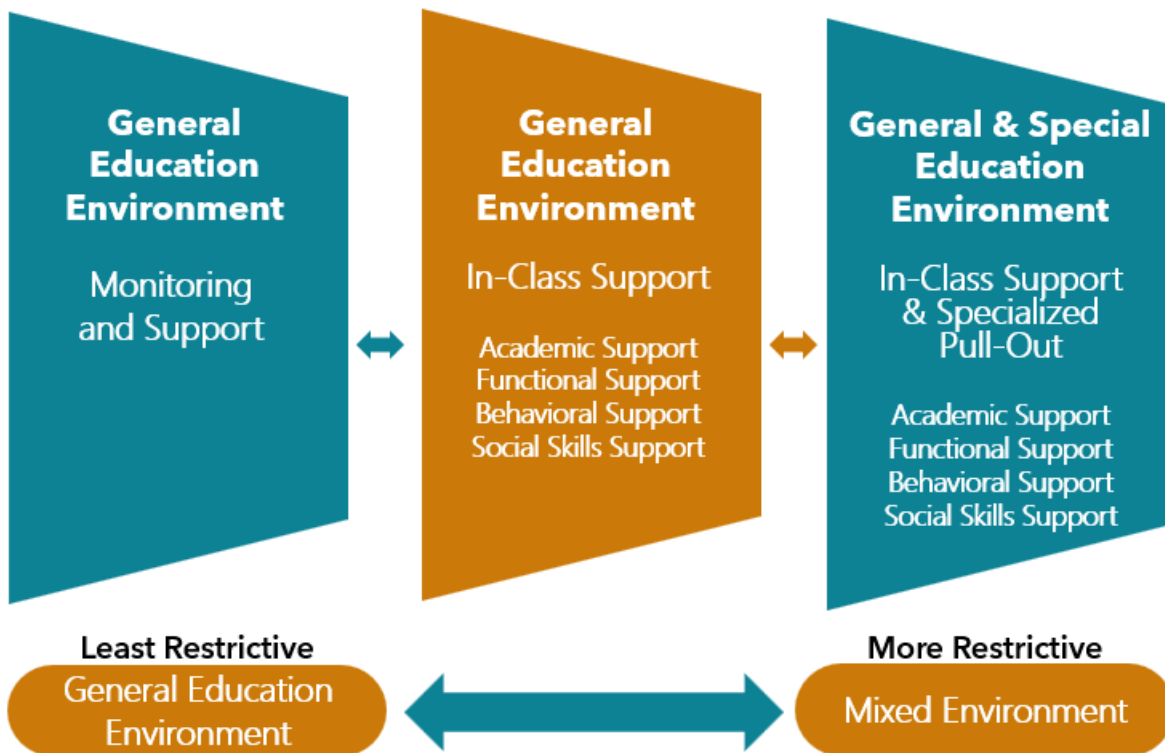Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

POLICIES AND PROCEDURES:

- Monitoring and Support - General education with consultation services from special education.
- Services in the General Education Environment - General education with instructional modifications and/or accommodations with supplementary aids and services from special education. This can be in the form of academic, behavioral or social skills support.
- General Education & Special Education Supports - Here, students receive services both in and outside of the general education classroom necessary to meet the individual

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needs of the student with a disability due to the need for extensive accommodations/ modification of the presentation of materials, methods of response of the student, setting, accommodations and/or the timing and scheduling of the materials. This can be in the form of academic, behavioral or social skills support.

- Early Childhood Special Education - Children ages 3-5 who are eligible for special education services are offered services on the same continuum us above. Students in Early Childhood programming receive services ranging from monitoring to special education support in the general education classroom.

The district will monitor the participation rates of students whose placement impacts their participation in extracurricular and nonacademic activities.

There are times when a student's current placement no longer yields educational benefits. In such circumstances, campuses should review supports provided to ensure available resources have been properly utilized in the current placement. If a change of placement is suggested, campuses should reach out to their Special Education Director for support in the decision-making process.

If a child's ARD/IEP services are not provided (for instance, if a provider is absent or unavailable), the ARD committee will meet to review services not provided and to determine if compensatory services are necessary for the child to make progress toward the mastery of their IEP goals and objectives.

Change of Placement Procedures

The recommendation for a change to a student's placement should be made only after careful consideration. Data of student progress and IEP implementation should be collected and reviewed collaboratively. Additional recommendations could be made to support the student in their current educational environment. If the interventions were implemented with fidelity and are considered unsuccessful, a change of placement may be warranted.

Final decisions regarding student programming and placement will be determined by the student's ARD committee.

If it is determined that the Admission, Review & Dismissal committee needs to meet, parents will be offered the opportunity to participate in the meeting utilizing a virtual platform, such as Zoom. If meeting via virtual platform, the meeting link will be provided to the parent. Parents do have the right to request an ARD meeting be held in a face-to-face environment.

To comply with IDEA and to provide quality services to students receiving special services, professional training will be provided to General Education Teachers, Special Education Teachers, and Paraprofessionals who provide instruction and services to students receiving special education services. Professional development is provided through onboarding sessions, Back-to-School Sessions, and specialized training sessions throughout the school year; and

special education teachers participate in professional learning communities (PLCs) with general education teachers for whom they serve.

Placement in a Residential Facility

Any parent has the option of completing an enrollment application to our charter school at any time in the grades according to its approved charter and below the cap on the total number of students it may serve. Therefore, students requiring services that are not within our approved charter boundaries will be referred to their ISD Zoned school according to their home address.

Virtual Instruction

- Consent for virtual services needs to be provided by the parent
- Speech and Language Pathologists and Dyslexia teachers will set up video conference invitations (i.e., Zoom) to students for sessions during their instructional day to provide services as documented in their IEP.
- If technology is unavailable, the time will be made up on an agreed time.
- The Campus Special Education Representative (CSER) is responsible for training the students how to participate in virtual instruction.
- Any homework needed, the CSER will be responsible for copying and distributing.
- A log will be kept by the CSER along with progress monitoring from the provider which will be shared with the parent at the same time reports are distributed.

STAFF RESPONSIBLE:
> **District Level:** Special Education Director, Dyslexia providers, Speech and Language providers
> **Campus Level:** Administrators, Counselors, Campus Special Education Representative, General Education Teachers, Parents

TIMELINES FOR ACTIVITIES:
- Training for staff and students about virtual learning days

EVIDENCE OF PRACTICE:
- Internal system used to monitor placement decisions in the least restrictive environment
- 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
- Tracking forms for documentation of communication with parent(s) during virtual learning days
- TEAL application for placement in a residential facility submitted to TEA
- Communication logs with parents