
Out of District Placement Guidelines - District Initiated

PRIOR TO CONSIDERING PLACEMENT

- **Case manager meets with a problem solving team to review current status; the team may be inclusive of: Principal, Social Worker, School Psych, Behavior Specialist, SpEd Coordinator, Gen Ed Teacher, Parent(s) and/or others as appropriate. Review the following:**
 - All interventions have been exhausted within the existing setting (Setting 2 or 3)
 - School Psychs and Social Workers have been involved prior to meeting
 - FBA has been conducted and properly addresses problem
 - At least one quality, individualized Positive Behavior Support Plan (PBSP) has been implemented with integrity for 4-6 weeks
 - Consistent and relevant data has been collected throughout the course of intervention(s)
 - Adequate data supports that interventions were unsuccessful
 - All levels of service within the existing setting have been exhausted
 - Service minutes have been increased to include social/behavioral programming
 - Paraprofessional services have been implemented (or considered and rejected)
 - A Mental Health evaluation and/or medication review has been considered
 - In rare cases, students may present significant, complex, and/or crisis-level behaviors that may warrant consideration of an alternative placement without multiple positive behavior supports in a less restrictive placement
 - If all considerations have been met, and no further interventions are deemed necessary, then a discussion of appropriate out of district referral options could take place, examples: Beacon, Day Treatment

CHANGE OF PLACEMENT PROCESS:

The decision to implement a district- initiated change of placement is the responsibility of the IEP Team including the parent. The purpose of this meeting is to review the student's special education services, supports, and progress per his/her current Individualized Education Plan and consider if a change of placement is appropriate. The IEP team will discuss if the purpose of placement is for mental health evaluation, medication management, behavioral and/or day treatment programming.

- **Schedule an IEP team meeting to discuss out of district placement options.**
 - Print and bring the following materials to the meeting:
 - Agenda
 - Procedural Safeguards
 - Attendance/Sign-in sheet
 - Team member excusal form (if needed)
 - Current evaluation/re-evaluation, IEP, FBA, and PBSP
 - Behavior progress monitoring data
 - Progress reports, discipline reports, attendance records, grade reports, transcript, and teacher observations
 - During the meeting checklist:
 - Sign and record attendance with names and titles
 - Share Procedural Safeguards with the parent/guardian
 - Progress toward meeting IEP goals
 - Review current services, accommodations, and modifications
 - Review behavior support plan (BSP)
 - Review and discuss progress reports, discipline reports, attendance records, grade reports, and teacher observations
 - Review and discuss (if applicable) chemical abuse issues, mental health needs and co-located services
 - Make a decision regarding change of placement
 - Determine if an interim plan is needed prior to placement
 - Complete appropriate due process requirements for this point in time ie amended IEP (ie home-based, shortened day, more restrictive), and PWN
- **Next Steps**
 - Contact placement for intake procedures - assign responsibility (Case manager, Social Worker etc)
 - Complete intake process based on guidance from receiving placement, process should be guided by the case manager.
 - Complete intake paperwork
 - Timeline for start of placement
 - Schedule a tour
 - Intake meeting
 - Additional IEP requirements and who will complete the IEP for the placement
 - At the least, District will complete a PWN for placement
 - Transportation arrangements
 - MARSS notification of placement change to District contact
 - Send SpEd Forms file to new case manager and/or send hard copies of IEP/ER and relevant information

DURING PLACEMENT

The case manager or a district representative (Principal, Social Worker) should attend progress report, ER and/or IEP meetings. If the case manager is unable to participate, it is critical to maintain ongoing communication about the student's progress with the most appropriate case manager. This is an important part of the process to maintain the district relationship with the student and to facilitate a positive transition back to the district as the student makes progress and is ready to return.

If the resident district places a pupil in an out-of-district placement, the resident district is still responsible to assure that an appropriate IEP is developed, that the pupil is placed in the least restrictive environment, and that due process procedures associated with these responsibilities are followed.

It is the responsibility of the providing district, agency, or academy to implement the IEP, conduct periodic and annual reviews, convene and facilitate the IEP team meeting, and assure that due process procedures associated with these responsibilities are followed.

The annual IEP must be developed jointly by the providing district, agency, or academy and resident district. The resident district may appoint a member of the providing district as its representative.

RETURNING TO THE DISTRICT

The placement setting should guide a student's return using an IEP, progress reporting, partial placement process. The resident district should attend meetings and participate in the decision making process.

Resident District responsibilities upon full time return:

- There must be an IEP that reflects the decisions of the IEP team in regard to meeting the student's needs for specialized instruction upon return to the district. This may take place as part of the exit staffing, may need to be a new meeting, or may be an amended IEP
- PWN documenting the decisions
- Transfer SpEd Forms file to appropriate case manager
- MARSS notification of placement change to District contact
- Transportation arrangements