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ADAMS WELLS SPECIAL SERVICES COOPERATIVE

PLACEMENT OF STUDENTS IN SELF-CONTAINED CLASSROOMS PROCEDURES

Going TO a Centralized ED Program

1. The *current* Teacher of Record notifies the Assistant Director/Program Supervisor when a student is being considered for a possible referral to the Centralized ED Program at either the elementary, middle school or high school level. The Assistant Director/Program Supervisor will notify the building principal of the centralized program.
2. Efforts will be made to schedule a pre-conference staffing with the receiving school. Current documentation will be reviewed including IEP, FBA, and BIP. The purpose of this meeting is to review student data prior to the case conference. The staffing does not determine nor deter placement in a self-contained classroom.
3. If the Case Conference committee recommends the change of placement to the centralized ED Program, the committee will answer the following questions in order to develop behavioral goals for the student's transition back to their home school:
 - a. What behavior(s) interfere with the student's performance in the home school environment?
 - b. What is the baseline data (frequency, intensity or duration) for the student's current level of performance in the home school environment?
 - c. How will the student demonstrate acceptable school behavior?
 - d. What criteria would be reasonable (based upon current baseline data) for the student to achieve in order to initiate their transition back to the home school environment?
 - e. What behavioral goals are needed based upon the answers to the above questions?
4. Case conference is held at home school where child attends with building or district teacher licensed in the area of the disability in attendance and writing IEP. Placement decisions are made at this meeting. Educational needs, in addition to IEP, FBA, BIP, and other relevant data are reviewed. The current Teacher of Record will contact each of the following to assure their attendance at the conference: Assistant Director/Program Supervisor, building level principals from the home school and receiving school, or their designee, *teacher of the Centralized ED Program*, and/or other persons having knowledge of the student when *deemed appropriate such as the Cooperative behavior consultant or social worker*.
5. Teacher of Record *and the centralized ED teacher collaboratively* will complete an IEP for a Change of Placement which will include the following:
 - a. Current Goals
 - b. Most recent Functional Behavioral Analysis (FBA)

- c. Behavioral Strategies/Behavioral Plan
- d. Summary page which includes a description of the transition plan detailing how the student will return to the home school
- e. The results from local and state-wide testing
- f. Plan for participating in local and state-wide testing
- g. Transportation, an indication of a related service
- h. Shortened or reduced school day

Teacher of Record Responsibility

1. Current Teacher of Record must follow Article 7 requirements for Teacher of Record. (511 IAC 7-17-72 and 7-27-7)
2. Current Teacher of Record shall schedule all Case Conferences and send out prior notice to all Case Conference participants.
3. The current Teacher of Record shall also complete all Case Conference reports/IEPs and distribute to Case Conference members and parents.
4. The former Teacher of Record and home building administrator(s) will be invited by the Centralized ED teacher to all Case Conferences and should plan to attend.

Going FROM a Centralized ED Program

1. The current Teacher of Record of the Centralized ED Program notifies the Assistant Director/Program Supervisor when a student is being considered for a possible return from the Centralized ED Program back to the home school at either the elementary, middle school or high school level. The Assistant Director/Program Supervisor will notify the building principal of the home school.
2. Efforts will be made to schedule a pre-conference staffing with the receiving school. Current documentation will be reviewed including IEP, FBA, and BIP. The purpose of this meeting is to review student data prior to the case conference. The staffing does not determine nor deter placement in a self-contained classroom.
3. If transitioning back to the home school seems to be a viable option, the current Teacher of Record will schedule a Case Conference Committee meeting. The current Teacher of Record will contact each of the following to assure their attendance at the conference: Assistant Director/Program Supervisor, building level principals from the home school and receiving school, or their designee, social worker, special education teacher of the home school, and/or other persons having knowledge of the student when deemed appropriate.
4. If the Case Conference Committee recommends the transitioning to the home school, the committee will answer the following questions in order to develop behavioral goals for the student's transition back to their home school:
 - a. What behavior(s) interfere with the student's performance in the home school environment?

- b. What is the baseline data (frequency, intensity or duration) for the student's current level of performance in the home school environment?
 - c. How will the student demonstrate acceptable school behavior?
 - d. What criteria would be reasonable (based upon current baseline data) for the student to achieve in order to initiate their transition back to the home school environment?
 - e. What behavioral goals are needed based upon the answers to the above questions?
 - f. The Case Conference Committee will discuss a timeline to plan for transitioning the student back to the home school setting. The timeline may be different for individual students, but the important factor for the Case Conference Committee to consider is the need to develop a transition plan.
5. The centralized Ed teacher of record and in collaboration with the home school ED teacher will complete an IEP for a transition to the home school which will include the following:
- a. Current Goals
 - b. Most recent Functional Behavioral Analysis (FBA)
 - c. Behavioral Strategies/Behavioral Plan
 - d. Summary page which includes a description of the transition plan detailing how the student will return to the home school
 - e. The results from local and state-wide testing
 - f. Plan for participating in local and state-wide testing
 - g. Transportation, an indication of a related service
 - h. Shortened or reduced school day.
6. The complete IEP, FBA, and BIP must be at the new school prior to the placement of the student.

Exceptional Situations

*Students returning from a residential placement should be returned back to school with a transition plan to reintegrate them into a centralized ED program. The centralized program criteria will be discussed as to the consideration of returning to the home school.

Because different schools have different supports, students who move into any of the 6 corporations with an IEP that states a centralized ED program, within 10 days of enrollment at the home school, the assistant director/supervisor will help gather additional information to determine the appropriate placement of the student. A conference will be held and the criteria will be discussed as to the best placement and least restrictive environment for the student on or before that 10th day.

TRANSFER OF RECORDS

STUDENTS PLACED IN CENTRALIZED PROGRAMS

1. When a student is placed through case conference committee decision in a program outside his/her corporation of legal settlement, the IEP and other records are housed in Learning Connection under the corporation of legal settlement.
2. The Teacher of Record must request membership in the communities for both the corporation of legal settlement **and** the individual building the student would attend.
3. The TOR will be given access to the building in Learning Connection.
4. The student's records are transferred to the corporation of legal settlement.
5. Within 10 school days of the transfer, the TOR follows the "IEP Procedures for Move-In/Transfer Students within Adams-Wells County Schools".
6. The revised IEP is sent to the parent with an explanation.
7. If the parents do not contact the school within 10 school days to reconvene the case conference, the TOR selects the 'Accepted' response and indicates the date the IEP was revised.
8. Revised IEP, with Case Conference Summary form, is sent to AWSSC office. In the notes at the bottom of the form, indicate that it is a "revision to move IEP to corporation of legal settlement".

STUDENTS PARENTALLY PLACED IN DIFFERENT CORPORATION

1. When a student is parentally placed in a school outside the corporation of legal settlement, his/her IEP and other special education records are housed in Learning Connection under the corporation of attendance.
2. If the records must be transferred, the TOR notifies the AWSSC secretary.
3. The student's records are transferred to the corporation of attendance.
4. Within 10 school days of the transfer, the TOR follows the "IEP Procedures for Move-In/Transfer Students within Adams-Wells County Schools".
5. The revised IEP is sent to the parent with an explanation.
6. If the parents do not contact the school within 10 school days to challenge the IEP, the TOR selects the 'Accepted' response and indicates the date the IEP was revised.
7. Revised IEP, with Case Conference Summary form, is sent to AWSSC office. In the notes at the bottom of the form, indicate that it is a "revision to move IEP to corporation of legal settlement".

**Procedure for Case Conference Notification for students in
shared/centralized programs:**

When a student is in a shared or centralized program, i.e. intense interventions, deaf and hard of hearing, emotional disabilities, the TOR of the program will notify the principal of the school in the corporation of legal settlement of any case conference. The principal will inform the teacher if he/she, a designee or any other school personnel will be attending the case conference. The TOR will add these personnel to the list of case conference participants to send home to the parent.

Registration, Enrollment and Reporting Procedures for Students Attending Centralized Programs

Enrollment/Registration

- TOR from school of legal settlement and TOR from centralized program finalize necessary registration/enrollment procedures at the new school.
- School administrator from school building within district of legal settlement notifies superintendent's office of this decision for student to attend centralized program outside of the home corporation.

School of Legal Settlement

- TOR will notify school enrollment secretary that the student will begin attending the centralized program as a result of CCC decision. The secretary identifies the "exit reason" of "*Code 19 - transfer*" and records the date the student left.
- "Data manager" submits updated Real-Time Report.

School of Service/Placement

- TOR will notify school enrollment secretary that the student will begin attending the centralized program as a result of CCC decision and identify the beginning date of services.
- On the RT Report, the *school of legal settlement* is reported as "Access School" and "Accountable School."
- "Data manager" submits updated Real-Time Report.