



Magoffin County Schools EBD Self-Contained Program(s) Procedures Handbook

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STATEMENT OF BELIEFS

We believe:

- ❖ in the uniqueness of the child;
- ❖ that we can provide a successful experience to meeting the individual need of each child based on high expectations and realistic behavioral standards, combined with choices and self-management techniques;
- ❖ in the instruction of life skills to empower the child;
- ❖ in offering a safe environment to nurture emotional and behavioral maturity;

OVERVIEW

The district program is **designed to include various term duration of** placement options for Magoffin County Elementary and Middle Schools. **Frequent meetings must be held in order to return students to their home schools as quickly as possible.**

The program is designed to meet the needs of students with Emotional-Behavioral Disabilities (EBD) who are identified as not profiting from less restrictive educational settings. These students have a primary disorder that constitutes an Emotional-Behavioral Disability (EBD) condition. The program addresses the students concerns through activities that treat emotional and behavioral problems which significantly interfere with the students' educational and social performance. Educational performance reflects the total involvement of a student in the school environment, including social and emotional development, communication skills and participation in classroom activities, as well as academic achievement. Social competence involves those adaptive behaviors and social skills which enable a student to meet environmental demands and assume responsibility for his/her own and others' welfare; appropriate social development is a critical and necessary component of a student's educational performance. The program addresses behaviors that may raise concerns that are manifested as either **internalizing** (withdrawn) or **externalizing** (acting out). Internalizing behaviors reflect a pattern of avoidance of social contact, depressed behavior, and/or preoccupation with self. Externalizing behaviors are indicative of a pattern of acting out against external factors. It is important that ARCs have behavior plans in place for both internalizing and/or externalizing factors **before** the student begins the program.

The program staff consists of individuals employed directly by the school system and those employed through contractual agreements or working arrangements with other entities. There will be a full time teacher employed by the school system and support staff/mental health professionals as needed. All staff members will work collaboratively to meet the needs of the students as defined in Individual Education Plans (IEPs).

Criteria for Placement Consideration in District Program

The ARC chairperson may contact the Director of Special Education at any time during this process for assistance in determining if criteria for placement consideration have been met.

1. The ARC must have documented that they first considered all least restrictive environments. Reasons for rejecting these options must be well documented.
2. The ARC must have documented evaluation data validating a disorder of such severity or intensity to prohibit the student from functioning effectively in a regular school program, including those traditionally offered through school-based special education programs.
3. The ARC must have documented that the primary disabling condition of the student is EBD, not the result of intellectual, sensory, or other health factors. An updated psycho-social assessment and functional behavior assessment (FBA) (and subsequent behavior intervention plan) are required prior to Committee decision for placement.
4. If the ARC has documentation that the student has exhibited potentially harmful behaviors (such as deliberate fire setting; forced sexual activity; use of a weapon in more than one fight; chronic breaking and entering; violence; perceived or real threat to bodily harm; or any crime potentially harmful to other students and staff), a clinical assessment is required to determine the therapeutic needs of the child and clinical judgment is taken into consideration prior to Committee decision for placement. The expedited clinical assessment can be completed by a team consisting of a, school psychologist, Director of Special Education, and mental health providers.

Other Issues to Consider before Placement Decision is Made

1. The IEP must address the biological/sensory, psychological, and social aspects of the child
2. Age of the child and the age range existing in the program
3. The composition and size of group currently in the program – taking into consideration safety issues, treatment milieu, and needs of children enrolled in the program.
4. Arrangement for daily transportation to and from the program
5. Each newly placed student will have a transition period of at least one week (or more) based on their individual adjustment needs before another student can be placed in the program.

Required ARC Membership for Placement Consideration in District Program

- Parent;
- Child, if appropriate;
- Receiving Principal or Designee;
- Sending Principal or Designee
- Director of Special Education
- School Psychologist
- Regular Education Teacher (s) of the child;
- Any other agency (IMPACT, MCCC Counselor, and DSS) representative, counselor, or natural support involved with the child.

ARC Procedures for Placement in a District Program

1. When a sending school is considering a placement in the district program as a possible option for a student, special education staff or the chairperson at the sending school will notify the principal at the receiving school at least four weeks unless extenuating in advance before placement meeting is scheduled to ensure collaboration.
2. When the ARC Chairperson has determined that the student meets the criteria for consideration for placement in the Self-Contained Elementary EBD program, he/she follows district procedures for convening an ARC meeting. The ARC members required, as listed above, are invited to the meeting.
3. The ARC reviews the IEP document and revises it as necessary. The IEP should address the behavior interventions and needs of the student as well as the therapy and service recommendations of the Committee.
4. The ARC reviews and discusses the current placement of the student and considers options within the student's home school. This may include expanding current services, starting new services, or contracting for services. If after consideration of all least restrictive environments, the ARC determines the home school does not have the placement needed to implement the IEP, placement in the district program is considered.
5. The ARC documents that the student meets the criteria for consideration for placement in the district program (using the above criteria).
6. When considering the district program placement, the ARC considers any potential harmful effects on the student or on the quality of services that he/she needs. If any potential harmful effects are identified, the ARC documents the plan for modifying the environment to compensate for them, including, if needed, supports for school personnel.
7. The ARC plans for providing or arranging for the provision of nonacademic and extracurricular services and activities, ensuring that the student participates with nondisabled students to the maximum extent appropriate to the needs of the student.
8. The ARC sets a date for the placement decision to be implemented. The date for services to begin is consistent with the beginning date(s) for services on the IEP of the student.
9. The ARC sets a date to review the IEP and the district program placement within thirty (30) school days after the next grading period. At this meeting it may be determined that: a) the student is prepared to begin transition back to his/her home school; b) the student should continue with the district program placement and a new review date set within 30 days; or c) the district program placement does not meet the needs identified on the student's IEP and a different placement should be considered.
10. Final placement meetings will be held at the receiving school.

School Responsibilities to the Student after Placement in District Program

1. **Meeting Attendance.** Appropriate school staff will attend and/or participate in ARC meetings and in meetings held by other agencies to plan for the student.
2. **Transition Planning.** All school staff participate actively in transition activities implemented in order for the student to have a prompt and smooth transition back to his/her home school when sufficient evidence substantiates the transition.
3. **Curriculum and Textbooks.** School staff will make sure that the student has the necessary textbooks, curriculum planning, and other educational needs.
4. **Assessment.** School staff will make sure the student participates in district-wide and state-wide assessment.
5. **Due Process Procedures and Records.** School staff make sure the student is afforded all due process and maintain the original due process records at the receiving school.
6. **Transportation.** School staff arrange for transportation of the student to and from the district program daily, ensuring the student is afforded a school day at least as long as other students in the school district. Discipline issues regarding transportation are addressed primarily by the receiving school principal with consultation from other members of the ARC Committee.
7. **Extracurricular Activities.** School staff will work to make sure the student participates in appropriate extracurricular activities. Examples include school pictures, sports, dances.
8. **Discipline.** Student discipline that involves suspension and/or expulsion is handled by the school principal in consultation with other members of the ARC Committee.
9. **Confidentiality.** All staff will follow the district confidentiality procedures.
10. **Dispensing Medication.** Only authorized school staff will be allowed to dispense medication to a student. Medication can be transported to the center by parent, service coordinator, or social worker. The student is NOT allowed to transport medication.
11. **Run Away Situation.** In the situation wherein a student runs away from the school, adherence to the following procedure is required:
 - a. Alert other staff and request assistance.
 - b. At least one staff person will shadow and, when possible, retrieve the running student.
A minimum of one staff person will stay with the remaining students.
 - c. The staff person(s) remaining at the school will have the responsibility
 - To inform the building principal or designee
 - To call the local police/911 and others for assistance if the student leaves the grounds of the facility or appears to pose a threat of harm to themselves or others
 - Notify the parent or guardian of the situation (including DCBS or DJJ if the State has custody). Keep them abreast of the situation
 - Notify the Special Education Director (or designees). Keep them abreast of the situation.
 - d. When resolved, all involved staff will formally process the situation as per their agencies procedures in dealing with incident reporting and formulate appropriate plans to keep the situation from re-occurring.

12. **Crisis Intervention.** Crisis plans must be developed and maintained on each student. All staff will follow individual behavior and crisis plans in diverting, de-escalating, and managing any crisis.
13. **Behavior Management.** The program has established behavior management programs in place for each individual student.
14. **Parent Involvement.** As part of each student's participation in the district program, parents are involved through orientation meetings, home-visits, and case planning conferences. To ensure the quality and intensity of the DISTRICT PROGRAM placement, parents are expected to participate in these services along with the brief weekly communications (in person or via phone).
15. **Monthly Service Plan Meetings and Progress Reports.** Staff coordinates monthly meetings (case conferences) with the parent(s) or legal guardians of each student. These meetings are held at the school unless different arrangements are made. Because of the intensive nature of the district program, it is very important that these meetings be held monthly, and that home school staff and other agency representatives attend. The purpose of these meetings is to review the student's progress, plan further interventions, continue to plan transition back to the student's home school, and bring up any new concerns regarding the student. **These meetings coincide with the ARC's IEP/Placement review meetings.** Educational and behavioral progress reports will be reported to parents or the child's representatives. The progress reports include a review of the prior month's attendance, overall behavior, and comments.

Appendix A
Related Kentucky Administrative Regulations

707 KAR 1:350

A LEA shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. The LEA shall ensure that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if education in the regular education environment with the use of supplementary aids and services cannot be satisfactorily attached due to the nature or severity of the disability.

A LEA shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

The continuum shall include the alternative placements of:

- instruction in regular classes*
- special classes*
- special schools*
- home instruction*
- instruction in hospitals and institutions*

The LEA shall make provisions for supplementary services to be provided in conjunction with regular class placement.

In determining the educational placement of a child with disability, the LEA shall ensure that the placement decision is made by the ARC in conformity with the least restrictive environment provisions.

A child's placement shall be:

- determined at least annually;*
- based on the child's IEP; and*
- as close as possible to the child's home.*

Unless the IEP of a child with a disability requires some other arrangements, the child shall be educated in the school that he would attend if nondisabled.

In selecting the least restrictive environment, consideration shall be given to any potential harmful effects on the child or on the quality of services that he needs.

A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, a LEA shall ensure that a child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriated to the needs of the child.

A LEA shall provide special education according to caseload for special classes for each child with a disability as follows:

- emotional-behavior disability is eight (8).*

“Caseload for special classes” means the number of children with disabilities assigned to a teacher of exceptional children for the purpose of providing individualized specially designed instruction and related services in a special class setting.

“Emotional-behavioral disability (EBD)” means that a child, when provided with interventions to meet instructional and social-emotional needs, continues to exhibit one or more of the following, when compared to the child’s peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

- *severe deficits in social competence or appropriate behavior which cause an inability to build or maintain satisfactory interpersonal relationships with adults or peers;*
- *severe deficits in academic performance which are not commensurate with the student’s ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child’s social-emotional problem;*
- *a general pervasive mood of unhappiness or depression;*
- *or a tendency to develop physical symptoms or fears associated with personal or school problems.*

This term does not apply to children who display isolated (not necessarily one) inappropriate behaviors that are the result of willful, intentional, or wanton actions unless it is determined through the evaluation process that the child does have an emotional-behavioral disability.

“Supplementary aids and services” means aids, services, and other supports that are provided in regular classes or other education-related settings to enable a child with disabilities to be educated with nondisabled children to the maximum extent appropriate.

707 KAR 1:320 Section 5 (2)(a)

An ARC shall in the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

Appendix B Acronyms

ARC	Admissions and Release Committee
DSS	Department of Social Services
EBD	Emotional-Behavioral Disability
FBA	Functional Behavioral Analysis
IEP	Individual Education Plan/Program
IMPACT	Interagency Mobilization for Progress in Adolescent and Children’s Treatment providing service coordination for identified youth with severe emotional disabilities.
KAR	Kentucky Administrative Regulation
LEA	Local Education Agency
MCCC	Mountain Comprehensive Care Center
SED	Seriously Emotionally Disturbed
DISTRICT PROGRAM	Self-contained – Emotional/behavioral disability programs