OPERATING PROCEDURES

LEAST RESTRICTIVE ENVIRONMENT COMPOSITE

Kirbyville CISD **121905**

Template update October 2024

Related Resources:

Least Restrictive Environment

Placement in a Residential Facility

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Least Restrictive Environment

- Kirbyville CISD has the following continuum of placements for special education services;
  - General education mainstream
  - Special Education
  - Behavior Intervention Services
  - Self-Contained Early Childhood for ECSE services
  - Elementary Life Skills
  - Junior High Life Skills)
  - High School Life Skills
- The ARD committee will consider the general education/mainstream classroom first when determining the least restrictive environment for a student receiving special education services. The ARD committee will discuss why the possible removal from general education setting would be in the best interest of a student before a placement determination is made.
  - The ARD committee will consider the student's present level of academic achievement and functional performance (PLAAFP), their IEP goals/objectives, needed classroom accommodations and/or modifications, any additional supplementary aids, services, and supports to determine the best placement for the student to make progress in the general education curriculum.
  - *To the maximum extent appropriate, students with disabilities must be educated with students who are nondisabled, and special classes, separate schooling, or other removal of student with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. The ARD administrator will ensure that the student's ARD committee considers, and the student's IEP documents, a placement determination based upon the individual needs of the student and the appropriate and least restrictive education environment in which the IEP can be implemented.*

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- The ARD committee will consider placement at the TSBVI, TSD, or at a RDSPD for student with specific disabilities.

Placement in a Nonpublic or Non-district Operated Day Program or Nonpublic Residential Facility

- In the event a student is being considered for placement at a nonpublic or non-district operated day program or nonpublic residential facility by the ARD committee;
    - The district will make every effort to find the best facility to allow the student to have a meaningful educational benefit and is primarily oriented toward enabling the student to obtain an education.
    - The special education director and parent/guardian will tour residential facilities prior to placement to determine the appropriateness of the facility and determine if the facility meets the state guidelines.
    - The special education director will negotiate with the facility to make sure the student receives FAPE/LRE at no cost to the parent. The facility will provide a contract to the district prior to placement in order to review for errors and to make sure all services are being provided as outlined in the student's IEP.
- The district will complete the application process in TEAL and submit to TEA.
- The Special Education Director will make the initial and annual on-site visits to the approved facility.
- The Special Education Director will ensure that the teachers and services providers at the facility are appropriate certified or licensed for the role they serve in the student's IEP.

Virtual or Remote Instruction

- ARD facilitator, diagnostician, or speech language pathologist will convene an ARD committee meeting to develop emergency contingency plans as part of a student's IEP that provides for virtual or remote instruction during periods of abnormal school operations due to natural disasters, pandemic or public health and safety crisis in accordance with federal, state, and local authorities.

STAFF RESPONSIBLE:

District Level: Special Education Director

Campus Level: Campus Administrator/ARD Facilitator/Diagnostician/Speech Language Pathologist/Teachers

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TIMELINES FOR ACTIVITIES:

- Annual visits to facilities

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.)
- TEAL application for placement submitted to TEA
- Communication logs with parents

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