

Alternative Placement in Behavior Units

This policy is being implemented to address some problems we are having in our behavioral units in Nebo. *First*, students are being placed in units and experience success (some for the first time) then the IEP team wrongly concludes that the student will only be successful in the unit environment, therefore, no one wants to place them back in the regular school setting. *Second*, often times when it is suggested that they go back to the regular placement the students are met with resistance from their neighborhood school because they don't want them returning until they have perfect behavior which in some cases is unrealistic. *Third*, our ED units are full to overflowing. Some students could possibly be mainstreamed back into the neighborhood school leaving openings for students who have more severe problems.

If a neighborhood school has a student who they feel needs a more restrictive environment than they can provide, the following procedures must be completed **before** discussing alternative placement with the parents:

1. At all times the student will remain the responsibility of the neighborhood school, or the school whose catchment area is where the student resides. The neighborhood school is responsible to attend all IEP meetings with their LEA and their special ed. and regular ed teachers. *Think of the behavior units as an annex to your school.*
2. All schools who are considering that a student be placed in a Behavioral Unit must attend district staff meeting to ensure that the district can provide the resources that the team wishes to offer as an option.
3. At staff meeting the neighborhood school must be prepared to show data on the student's behavior. This behavior must have been exhibited over a long period of time and to a marked degree and adversely affect the student's educational performance. Also, be prepared to show what interventions have been tried. It is required that when an alternative placement is being considered there has to have been a Functional Behavioral Assessment completed and a Behavior Intervention Plan implemented. If the intervention was unsuccessful there has to have been at least one revision to that plan that also failed. The interventions should be creative and in the best interest of the student, not standard interventions which are only to satisfy procedure. *Note: If it is being proposed that the student enter either the Skyline, Daylight, or Sunrise Units a psychiatric/medical report or a DSM-IV must also be made*

available.

4. Before coming to staff meeting the neighborhood school must review their findings with the Program Specialist assigned to that school to review the file and see that they have everything needed to present their case. If everything is in place the Program Specialist will get the school on the agenda for staffing.
5. If the student's possible change of placement is approved at district staff meeting the neighborhood school will call an IEP meeting and invite the people from the approved unit to attend. **It is important to remember that the IEP team decides if the unit placement is appropriate for the student.** Just because the name clears staffing does not mean the placement has been decided, it only means that IDEA procedures have been met and the resources to provide this placement have been approved.
6. The only exception to these procedures would be if a student moved into the district and has a IEP that states he is coming from a self contained ED unit. In that case the student would be placed in one of our units for 45 days. At the end of the 45 days the neighborhood school must attend an IEP to discuss placement options.

Placement From a Behavioral Unit Back into Mainstream

1. During the time the student is in the behavior unit the Unit teacher will track the target behaviors that are outlined in the in the Individual Education Plan (IEP) and the Behavior Intervention Plan (BIP). When the student has been successful on all target behaviors for 10 consecutive days in the unit then the Unit teacher will meet with the principal of that school to schedule a meeting with the Regular Ed personnel.
2. At this meeting arrangements will be made in order to gradually mainstream the student back into mainstream classes. It will be determined at this meeting how much time in the regular classroom would be appropriate and the amount of support the classroom teacher will need form the Unit teacher. (tech. time etc.)
3. While the student is in this transition period data will be kept by staff and reviewed regularly. After 10 consecutive days of meeting the goals on the IEP and BIP The Unit teacher will present data to the program specialist to take to staffing. If approved in staff meeting the director of Special Education will notify the principal of the neighborhood school that the student will be returning.

4. Once the principal has been notified by Director of Special Education, the unit teacher will schedule a meeting with the complete IEP team from the neighborhood school to place the student back into the neighborhood school.
5. When the decision is made to place the student back into the neighborhood school, a technician who has been working in the unit will be available to go with the student for the first week, if needed, to help in the transition process.