

SPECIAL EDUCATION (SPED) PLACEMENT PROCESS

PART ONE: DETERMINING WHEN DISRUPTIVE BEHAVIOR IS ELIGIBLE FOR SPED

	STEP 1 DISRUPTIVE BEHAVIOR	STEP 2 INTERVENTIONS	STEP 3 OFFICE REFERRALS	STEP 4 CHILD STUDY	STEP 5 ELIGIBILITY
STUDENT	The student exhibits behaviors that are disruptive within the classroom.	The student may or may not be receptive to interventions.	The student's behavior has now escalated to the point that zero tolerance policies are being broken.	The student's behavior is unexplained at this point. Interventions by way of suspension and/or parent-teacher conferences have not had an impact.	The student has met with several professionals from various disciplines to determine if the student is eligible for SPED services.
PARENT	The parent may or may not be experiencing disruptive behavior at home.	Parent is aware of the ongoing issues at school and has received calls and mailings concerning the student's behavior.	The parent has been officially contacted through school administration. The parent may also be dealing with the student at home during suspensions.	The parent has most likely expressed that the same frequency, duration and severity of behaviors are being experienced at home.	The parent has been in contact with several of the professionals and has given background information on home life, peer relations in the community, and various other aspects of the student's life since birth.
TEACHER	The teacher is evaluating the impact of the disruptive behavior and intervening to assist the student.	The teacher now is collaborating with home, school administration, and guidance to deal with the disruptive behavior.	The teacher is now having meetings with various administrative personnel to fully understand the student's behavior.	A child study team is formed. The teacher becomes a resource to the team providing student information. The teacher will most likely sit on the child study team as a permanent participant or, at a minimum, as a resource at strategic points.	The teacher is still a resource when various details are needed about classroom experience.
PRINCIPAL		The principal may or may not be involved at this point.	The principal is evaluating the situation for possible child study, bringing school board policies into play, and seeking information from those who have been involved with the student's behavior.	The principal will support and become a resource to the child study team and will review recommendations.	The principal has reviewed the documents the child study team has produced and added any additional administrative thoughts.
SPED (Local Special Education Department)		The SPED may or may not be involved at this point.	This group may have been informed of a potential student based on outcomes of public school strategies. No official actions are typically taken at this time.	SPED will direct the team and establish the players, such as psychologists, sociologists and teachers, to coordinate the various tests, schedules, and needed reports for eligibility determination.	SPED forms an eligibility team that is often inclusive of the professionals who performed the student study. This team has the responsibility of following state and medical guidelines to determine the student's disability, if any. The student can be found eligible or ineligible for SPED services.
FAPT/CSA (Family Assessment Planning Team/Community Services Act)		The FAPT/CSA is not involved at this point.	The FAPT/CSA is not involved at this point.	The FAPT/CSA is not involved at this point.	The FAPT/CSA is not involved at this point.
CPMT (Community Policy and Management Team)		The CPMT is not involved at this point.	The CPMT is not involved at this point.	The CPMT is not involved at this point.	The CPMT is not involved at this point.



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PART TWO: PLACING A SPED ELIGIBLE CHILD IN A THERAPEUTIC DAY SCHOOL

STEP 6

STEP 7

STEP 8

STEP 9

INDIVIDUALIZED EDUCATION PROGRAM

PUBLIC SCHOOL STRATEGIES

ESCALATING BEHAVIOR

THERAPEUTIC DAY SCHOOL

STUDENT	Having been found eligible for SPED services, the student now must have an Individualized Education Program. The IEP is a document that clearly states the student's current status and goals for the student.	The student now is in a very specialized environment, not within the main stream schedule. This may be an inclusion classroom, self contained classroom, or other interventions as the IEP states.	The student's behaviors are either reducing under the new approach or they are escalating. In the case of escalation, the student still has unmet emotional needs within the academic setting. These unmet needs will continue to escalate.	The student, having displayed behaviors beyond zero tolerance policies or beyond the classroom manageability, may be temporarily placed on home bound or other alternatives.
PARENT	The parent has final approval of the IEP documents. The parent is expected to sign the document, accepting the program.	The parent is more than likely managing the change in school activities at home, such as the loss of friends or teachers their student liked. A proactive parent might call on a regular basis to get perspectives of progress from the various personnel involved.	The parent is aware, because of communication with the SPED teacher, that the behaviors are escalating. The parent may or may not be experiencing escalation at home. In most cases, they are.	The parent has received notification that the student can no longer attend school under the local public system. It has been explained to the parent that a new IEP meeting is being convened to determine placement outside the school.
TEACHER	The teacher performs several roles on the IEP, present level of performance and goal development being the two largest.	The teacher now is a teacher who is trained in special education. Their background is in differentiating instruction and delineating behaviors from disability and just plain bad behavior.	The SPED teacher is comparing documentation presented by the child study and actual classroom experience, attempting to adjust the classroom experience to meet the needs of the student. (Typically the classroom is not made up of just one student, but of several he/she is attempting to instruct.)	The SPED teacher is part of the IEP team and offers recommendations for specific placement concerns or issues.
PRINCIPAL	The principal has moved the student's case management from the main stream guidance counselor to the SPED team within the school.	The principal is in the role of discerning whether the student's behavior is inside or outside of the zero tolerance policy. They must report the behaviors that exceed the tolerance of the policy to the discipline committees of their respective localities.	The principal is not only monitoring the student, but also educating the discipline committees about the behavior. The behaviors are pressing the limits of the zero tolerance policies. The student and parent may be brought before the discipline committee and the student may be suspended or expelled depending on the policies broken.	The principal, working through and with the discipline committee, has a mandatory position.
SPED (Local Special Education Department)	SPED is now in charge of the student, both administratively and also locally at the school.	The SPED department is concerned with actual implementation of the IEP, appropriate assessment materials, and the academic portions of non IEP related core subjects. They are monitoring and meeting with special education teachers to insure appropriate resources are available.	In the event suspensions over time, or within one event, reach ten days, a manifestation hearing will be called. This hearing is to determine if the behavior is just bad behavior or a manifestation of the disability. Concluding that the behavior is a manifestation of the disability, the principal and SPED department begin to discuss placement concerns. (Some school systems have internal programs that are more restrictive as a possible placement consideration.)	SPED is scheduling the new IEP meeting and reviewing data to determine placement recommendations. During the meeting, the team, inclusive of the parent, will determine the best placement option based on closest and least restrictive environments as required by state law.
FAPT/CSA (Family Assessment Planning Team/ Community Services Act)	The CSA/FAPT team may be involved at this time according to specific needs of the student. They may be required to supply an aid for the student, supportive technologies, or additional resources if requested by the SPED and the IEP.	FAPT/CSA is continuing to support the IEP.	FAPT/CSA is continuing to support the IEP.	The FAPT team now has a new student waiting for outside placement. The FAPT team reviews the placement page where the therapeutic day school has been chosen and insures appropriate funding for the student's placement.
CPMT (Community Policy and Management Team)	If CSA/FAPT commits funding to the student, then CPMT organizes the financial resources of the locality to fund the commitment.	CPMT is continuing to fund decisions made by CSA/FAPT.	CPMT is continuing to fund decisions made by CSA/FAPT.	CPMT now interfaces with the local jurisdiction's budget to fund what was approved by FAPT.

