

Out-of-District Placement Decision-Making Checklist

Identification of students for a possible out-of-district placement:

- The file has been put in chronological order and a cumulative file review has been conducted
- The school has maintained a parent contact log
- A communication system has been in place to engage the school, family and interagency partners in wrap-around-programming
- Daily disruptions in the academic learning environments have been fully documented
- Repeated office/planning room referrals have been fully documented
- A functional behavior assessment has been conducted. Antecedents, environmental problems and target behaviors have been documented
- Individual behavior plans have been developed, implemented, revised and monitored for effectiveness
- Student support needs have been identified that exceeds the typical individual behavior plan supports and services provided for any students who need them
- Repeated behaviors that impact safety of self or others, including bullying and harassment, have been documented and discussed with parents prior to this point in time.
- Documentation exists that proves district resources have been exhausted
- A functional behavioral assessment and intervention plan for targeted behaviors have proven to be ineffective or have limited effect over a period of time
- Parents have been fully informed of the modifications to the school's discipline system and their lack of success
- Discipline records indicate a student has been suspended/had detention 5 or more days in or out of school in a school year
- The inability to resolve disputes over appropriate programming when using neutral mediation supports from outside the school setting is documented
- If the law enforcement has been involved with the student, involvement is fully documented

Steps to be Followed When Making an Out-of-District Placement

The following steps will be taken only after the identification steps listed above have been fully documented:

- Obtain current written verification of guardianship, custody and educational rights
- Confirm town of legal residence of both parents
- Obtain current written verification of the educational surrogate parent if one is assigned to the student
- Document involvement of parents, and educational surrogate parent for IEP students, in all discussions and decision making
- Officially notify the student, family and educational surrogate parent, if warranted, of the school's concerns and process you will be using to make decisions for out-of-district educational program planning. Parents, or students who are over 18 years old, and surrogate parents will receive written notice of the school's concerns and the steps you will be taking to set up meetings to begin the decision making process.
- Refer to EST, 504, IEP individual student plan to identify known disability/s
- Provide 504/IEP procedural safeguards if there is any possibility of a disability
- Follow due process procedures regarding discipline

- Conduct a manifestation determination for 504 and IEP students
- Review prior functional behavior assessments and behavior plans
- Conduct a 504 or special education evaluation to determine if there is a hidden disability
- Document the refusal to evaluate if permission is not given by the parents– consult with LNSU Director of Student Support Services and school attorney
- Establish and follow intake procedure for external services within LNSU and outside LNSU
- Inform Superintendent, Special Education Coordinator and Director of Student Support Services of any conflict or legal issues that arise
- Make the out-of-district placement
- Establish a communication system with the off-site service provider to monitor the student's progress.
- Develop a transition plan back to your school building that includes student target behaviors and activities that will take place as part of the transition process



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