

Memo

To: Principals
From: Allen Sexton
cc: Randy Adkins, Eric Dillon
Date: August 24, 2017
Re: Procedural Change for Alternative Placements

Principals,

The Office of Special Programs in coordination with the Office of Pupil Services has revised our procedures for making referrals to the Virtual Alternative Program (VAP). These new procedures will ensure proportionate placement of students with disabilities as compared to their non-disabled peers.

When a student with a disability is referred to VAP for a disciplinary reason, this equates to a change in placement. A Manifestation Determination must be completed prior to proceeding with the recommendation for VAP. If the behavior **is a manifestation** of the diagnosed disability, the IEP team must develop a plan for the child to be successful at school.

If the behavior **is not a manifestation** of the diagnosed disability, the IEP team must then determine if the student could continue to make progress toward their annual IEP goals given the supports of VAP. If the IEP team determines that the supports of VAP could promote continued progress, then a recommendation for VAP may be made. If the IEP Team determines the supports of VAP would not be adequate, the IEP team must develop a plan for the child to be successful at school.

Upon determining the student is likely to make progress toward the established IEP goals while enrolled in the VAP, the Office of Pupil Services must be contacted to finalize the placement request. While meeting with Pupil Services the documentation requirements will be the same as those for non-disabled students. The school must be able to show a conduct violation(s) that warrant placement along with documentation of intervention attempts. For students with disabilities, intervention documentation may be embedded within the IEP.

For students with disabilities, it is expected that the IEP present level reflect the decision of the IEP team. This decision should be placed in the General Information section of the IEP and infer the teams agreement that the student is likely to make progress while enrolled in the VAP.

(example: The IEP team has determined that the behavior resulting in the Virtual Alternative Programs referral was not a manifestation of _____ disability and he/she is likely to be successful while enrolled in the Virtual Alternative Program given the accommodations listed within the IEP. These accommodations should allow _____ to continue his/her progress toward their annual IEP goals. At such time _____ is unable to progress due to barriers in accessing the curriculum, an IEP will reconvene to discuss accommodations and placement.)