

OPERATING PROCEDURES

LEAST RESTRICTIVE ENVIRONMENT COMPOSITE

Boerne ISD

130901

Template update May 2020

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Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Least Restrictive Environment

The IEP committee is responsible for identifying the student's needs and the appropriate placement in which these needs can be met. Placement decisions should begin with the least restrictive environment, i.e., the general education classroom with or without supplementary aids and services. All possible placement alternatives should be considered to ensure that services are delivered in the LRE.

A student can be placed in a more restrictive environment only when the IEP committee concludes that education in the less restrictive setting, even with appropriate supports and services, cannot be achieved satisfactorily.

Boerne ISD ensures that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services, including: instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals. BISS makes provisions for supplementary aids and services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Boerne ISD makes available a continuum of instructional arrangements/settings: Mainstream, Resource, Self-contained (mild, moderate, or severe), Speech Therapy, Homebound, Vocational adjustment class/program, Hospital class, Off-home campus, Nonpublic day school, Residential care and treatment facility, and State supported living center.

For student's placed in RDSPD, TSBVI or TSD, BISS will coordinate with the parent and TSBVI, TSD, or the RDSPD for transportation.

When necessary, the IEP committee will determine what if any compensatory services may be needed.

Placement in a Residential Facility

Once the IEP committee has determined a residential facility is the most appropriate placement for service, the Director and/or Assistant Director of Special Education with the parent will make visits to 2-3 TEA approved residential facilities. During residential visits cost effectiveness will be discussed in relation to services needed.

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The Director of Special Education will work in collaboration with BISD business office for negotiation and approval of contract with licensed residential facility.

The Director of Special Education will complete notification of placement, the TEAL application for residential placement, and submit proper documents to TEA.

The Director of Special Education and parent make the initial on-site visit to the approved residential facility. The Director and Assistant Director of Special Education, along with the BISD special education case manager will make annual visits to the residential facility.

During annual visit the director of special education will ensure the facility can and will be providing required services in the child's IEP. During this visit it will be verified that personnel are certified or licensed in their assigned roles.

Administrators are trained on an as needed basis determined by the severity of students on their campus.

Virtual Learning Days

BISD will hold IEP committee meetings via Google Meets.

BISD has developed contingency plans for those students receiving services in-person if the need arises for them to move to a virtual platform. For those students do not have technology available, BISD will provide a device and hotspot. When appropriate, BISD will also offer paper and hands-on materials.

Related services will be provided through Google Meets. Any missed sessions will be made up.

BISD technology department will provide in-person training throughout the school year as needed. Training videos are accessible through the school year.

Communication with parents through virtual learning will take place through Google Meets, emails, and phone calls.