

## John Dewey Learning Academy and IEP Students

There are three ways in which students with IEPs may attend JDLA.

**JDLA Slots.** JDLA exists as an alternative high school program for any student in a participating Keystone District. School districts may opt to participate in JDLA and purchase a pre-identified number of “slots”. The school may then choose to send any student, in collaboration with the parents, to JDLA in one of these pre-purchased slots.

**Self-Contained Setting.** JDLA also exists to provide a setting for high school students with disabilities who require a very restrictive, self-contained setting. The purpose is to provide an educational placement for students with social emotional needs that cannot be accommodated in their home school. JDLA is also where students will be placed if they transfer in to one of our school districts with a current IEP indicating self-contained placement. Only the Keystone special education administrative team can make referrals to JDLA. Special education administration will consider several guiding questions (see below) to determine whether or not JDLA may be considered as a placement option by the student’s IEP team. *The IEP team makes the placement decision; administration determines whether JDLA can be considered as an option.*

**\*Disciplinary Placements.** JDLA is available as disciplinary placement for students with IEPs who have been long-term suspended or expelled. State and Federal statute require students with disabilities who have been suspended or expelled to receive FAPE -- a Free and Appropriate Public Education, and JDLA is typically the setting for long-term disciplinary removals for high school students with disabilities. Long-term disciplinary actions are made at the school/district level, with IEP teams first making a manifestation determination. If the IEP team determines that there **IS** a manifestation, long-term removal is not an option for the school. If the manifestation team determines that there is **NOT** a manifestation, the school may pursue long-term removal. Special Education Administration must be involved in disciplinary referrals (prior to and at the manifestation determination).

JDLA also serves as a 45 Interim Alternative Educational Setting (IAES) for students with disabilities when behavior is related to weapons, drugs, or serious bodily injury.

When a long-term removal or 45 school day (IAES) is over, the student returns to his or her home school. There might be some instances that the IEP team would want to consider continued placement at JDLA; contingent upon the criteria/circumstances described in “self-contained setting” above and provided below.

*\*A very brief description is provided above; contact Keystone Special Education Administration or see the KSDE Special Education Process Handbook for specific legal requirements.*

Guiding questions to determine placement options: The Keystone administrative team will decide, based upon converging evidence, whether placement in a highly restrictive, alternative placement is required. The following will be considered by the administrative team:

- Does the student have a current IEP?
- What are the student's program needs? Are there behavioral goals?
- Does the IEP team have data indicating that positive behavior supports have been implemented with integrity?
- Is there data documenting that multiple interventions have been implemented? What were the results?
- If interventions and supports have been successful, does the school have the resources to sustain this level of support?
- Has the most restrictive setting in the home school been tried (e.g. self-contained classroom)?
- Is the student a danger to himself or others?

If the Keystone Administrative Team determines, based upon the above information, that JDLA can be a placement option, the student's IEP team will meet with JDLA staff to make the decision about the most appropriate placement. The above questions may also serve to assist IEP teams in making placement decisions.