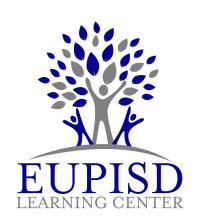# EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

EASTERN UPPER PENINSULA
INTERMEDIATE SCHOOL DISTRICT

Entry-Exit Guidelines

January 2022

EUPISD
LEARNING CENTER

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EUPISD Available Programming

The EUPISD Learning Center operates Level 3 Programs and an Early Childhood Special Education Preschool Program for Eastern Upper Peninsula (EUP) students as placed by their Individualized Education Program (IEP) teams.

The following guidelines were developed in order to assure that placement decisions are in compliance with Least Restrictive Environment (LRE) obligations and that all appropriate options in regard to providing students with a Free and Appropriate Public Education (FAPE) have been considered prior to the placement of students into Specialized Instruction Programs.

Assumptions:

1. Academic instruction in the four core curriculum areas (English Language Arts, Mathematics, Science, and Social Studies) that leads to a high school diploma can best be accomplished in the general education curriculum in the district or public-school academy.
2. Placement in special classrooms, separate schooling, or other removal of students from the regular education environment is considered on an individual student basis through the IEP process.
3. To the maximum extent practicable, all students will receive a general education Kindergarten experience.
4. Districts will review course of study options for all students in grades 9-12 prior to a center request. The use of a personal curriculum will be considered to support student placement in the least restrictive environment.
5. Districts will utilize existing tools & strategies to support student placement in the least restrictive environment prior to submitting an entry request. For example: behavior intervention plans, team meeting processes, related services, program adjustments, scheduling adjustments, adult support, supplemental aids and services, personal curriculum, etc. Delays in the consideration of entry requests will occur if these pieces have not been completed and / or documented.

Programming:

The purpose of the EUPISD Learning Center is to offer students who require extensive, ongoing specially designed instruction for academics and/or behavior an opportunity to learn and practice essential skills in a structured and highly individualized setting.

- Students will have opportunities to learn and practice academic, social, and basic life skills, along with other skills as determined by their IEP.
- Students will continue to participate in state testing with appropriate accommodations.
- Students will receive a certificate of completion or high school diploma awarded from their local district upon completion of this program, based on their IEP. Decisions regarding a Personal Curriculum will be completed via the student's local school district with support of EUPISD Learning Center staff.

Entry Process for the EUPISD Learning Center

The items listed below must have been implemented and documented prior to students being considered for placement at the EUPISD Learning Center. It is essential that parents/guardians have been informed of the consideration of center placement. This should be documented in the informed consent process through prior written notice.

Instruction Implemented and Documented by Local Districts
1. Student is placed in the local school program and is receiving special education support for 60% or more of their day. Examples of such support should be outlined in a student's IEP and may include teacher consultant services, co-taught classes, individual paraprofessional support, resource room programming, ancillary services, etc.
2. If significant behavioral issues are present the following must be completed:
   a. Implementation of Tier I, II, and III behavioral instructional and the lack of response to the interventions is well established
   b. Functional Behavior Assessment
   c. Behavior Intervention Plan has been developed and implemented for a minimum of 8 weeks.
   d. A minimum of four team meetings have taken place during the BIP implementation timeframe. Team Meetings to address problem areas of concern / support for lagging skills have been taking place on a set schedule - at least bi-weekly for a minimum of 8 weeks
3. Course of Study consideration and the development of a Personal Curriculum (for students who will be working toward a diploma) is complete for secondary students.

Use the EUPISD Learning Center Entry Request Form (see Appendix A) to document, complete and submit to the EUPISD Learning Center Principal. If placement is not approved, additional recommendations will be provided.

The parent, local district, and EUPISD Staff will make recommendations for placement based on the individualized student information and data. The final determination for placement will be made at the IEPT meeting with parental involvement.

Districts anticipating a beginning of the year start date must have all entry request documents submitted by May 1st of the previous school year.

District to Center Process

The process for placement is as follows:
1. Resident District obtains parent consent to share information with the Learning Center Principal
2. Information is collected by the Resident District:
    a. Appendix A
    b. IEPs for the most recent 3 years with supporting Educational Benefit documentation
    c. MET and Evaluation Reports
    d. Progress Reports
    e. REED
    f. FBA/BIP and BIP implementation documentation
    g. Course of Study and Personal Curriculum
    h. Safety and Supervision Plan (if applicable)
3. District team reviews collected information and Educational Benefit review and determine appropriate next steps
4. If the District team determines it is appropriate to explore a Center placement, the Resident District sends information to Learning Center Principal.
5. Center staff reviews the information within 5 school days.
6. Center staff observes the student and sends correspondence to Resident District.
7. Center visit is scheduled for Resident District to accompany parent and student for a tour with supervisor and teacher. Center information is provided to the parent.
8. A meeting is scheduled between District, parent, and Center to discuss placement.
9. Permission to Place is completed by the Resident District detailing the new program(s) and service(s).
10. The Center develops a new IEP is developed within 30 school days.

* In the event a parent contacts the Learning Center directly, they will be referred to their Local District Supervisor.

Expedited Entry into EUPISD Learning Center Programs

Procedure:
1. Student arrives at the District and there is evidence that the student's most recent placement was long-term in:
    a. Another center-based program
    b. Residential treatment program
    c. Other alternative restrictive placement
2. District staff contacts the previous district/placement staff and, at a minimum, ask the contact questions contained in Appendix A.
3. District staff completes a request for records form
4. District contacts EUPISD Learning Center Principal or EUPISD Special Education Director to request expedited request.
    *If parents initiate the first contact, they will be referred back to their local district.
5. Upon recommendation of the EUPISD Special Education Director and Learning Center team, a 30-day placement may be approved.
*If a student who is currently attending the Center changes residency within the EUPISD, the Center Supervisor will notify both the new and old Superintendents of the change. The program will continue uninterrupted. Any revisions to the student's programming would be determined by the IEP team.

Exit Guidelines

1. Student is participating in general education inclusion for 50-60% of their day or at a classroom Level 5.
2. EUPISD Learning Center teacher will review student progress with the EUPISD Learning Center Principal.
3. The EUPISD Learning Center Principal will contact the district building administrator and inform them of the student's progress. A formal exit meeting will be scheduled to discuss transition options.
4. Appendix B will be completed by the EUPISD Learning Center Teacher prior to the exit meeting (see Appendix B).
5. A timeline will be established for transition activities and an extended support plan will be developed.
6. Team meetings will be established to support the transition. Center staff will participate in team meetings for at least 8 weeks and can be extended on a case-by-case basis.
7. Re-entry can be considered at any time after 8 weeks by utilizing the entry guidelines. Documentation of full implementation of the student's IEP will be a critical piece of consideration for re-entry.

Transition Process from ECSE to Kindergarten

When a student is going to be aging out of ECSE:
1. Center will establish meetings in spring of the student's final ECSE year to discuss needs & review early childhood rubric.
2. The resident district will conduct observation(s) of the student in the ECSE classroom.
3. The resident district will complete either a Permission to Place or an IEP to establish services in the resident district.
4. The resident district will establish team meetings to start immediately. Center staff will participate in team meetings for at least 8 weeks and can be extended on a case-by-case basis.
5. To the maximum extent practicable, all students will receive a general education Kindergarten experience.

Appendix A- EUPISD Learning enter Entry Request Form   **Date of Referral _____**

Student Name: _____   **District: _____**

Please check those that apply:	Provide a narrative description:
☐ Academic Concerns	(Subject, Level of Independence, Organization, etc.)
☐ Behavior Concerns	(Type, Intensity, Duration, etc.)
☐ Academic Inclusion	(Subject, What % of time, With or Without Support, Co-Taught, etc.)
☐ Social Skills	(Amount of Time, Setting, With or Without Support, etc.)
☐ Medical Concerns	(Personal Care Services, Disorders, etc.)
☐ HS Diploma	(Course of Study, Credits Earned to Date, Personal Curriculum, etc.)

Review progress monitoring data:

Area of Student Need	Instructional Strategies Implemented	Data/Results

Summary of IEP Development and Progress Monitoring Data:

YES	NO	
		Area Coordinator verifies that Ed Benefit review process and IEP was implemented with fidelity.
		The student is currently receiving instruction with special education support 60% or more of their day.

Please attach copies of the following documents to send to District:

☐ IEPs for the most recent 3 years with supporting Educational Benefit documentation
☐ MET and Evaluation Reports
☐ Progress Reports
☐ REED
☐ FBA/BIP and BIP implementation documentation
☐ Course of Study and Personal Curriculum
☐ Safety and Supervision Plan (if applicable)

Appendix B- EUPISD Learning Center Exit Request Form Date of Referral _____

Student Name: _____ District: _____

Please check those that apply:	Provide a narrative description:
☐ Academic Concerns	(Subject, Level of Independence, Organization, etc.)
☐ Behavior Concerns	(Type, Intensity, Duration, etc.)
☐ Academic Inclusion	(Subject, What % of time, With or Without Support, Co-Taught, etc.)
☐ Social Skills	(Amount of Time, Setting, With or Without Support, etc.)
☐ Medical Concerns	(Personal Care Services, Disorders, etc.)
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