



EASTERN UPPER PENINSULA  
INTERMEDIATE SCHOOL DISTRICT

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Entry-Exit Guidelines



January 2019

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## EUPISD Available Programming

The EUP-OSIP operates Emotionally Impaired, Mild & Moderately Cognitive Impaired, and Early Childhood Special Education programs to Eastern Upper Peninsula (EUP) students as placed by their Individualized Education Plan (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.

### **Programming:**

The purpose of the EUP-SIP is to offer students who require a greater level of educational service and an opportunity to learn and practice essential skills in a highly individualized setting. In order to facilitate these skill building experiences for students, all EUP-OSIP classrooms are housed in local school districts and for transition aged-students in community-based settings.

- 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.

## Section 1: Regular Entry

### Regular Entry into EUP-SIP Programs

The items listed below must have been implemented and documented prior to students being considered for placement in one of the EUP-SIP programs. It is essential that the parent and local district administration have been informed of the consideration of center placement. This should be documented in the informed consent process (e.g. Evaluation Review Process, child study, student assistance team, response to intervention process).

#### **Instruction Implemented and Documented by Local Districts**

1. Student is placed in the local school program and is receiving special education support for 70% or more of their day. Examples of such support may include: teacher consultant services, co-taught classes, individual paraprofessional support and resource room services.
2. If significant behavioral issues are present, incidents have been documented through the FBA/BIP process over an extended period of time (90 day minimum as per Michigan Monitoring Standards). Tier I, II, and III behavioral instructional strategies have been implemented, and the lack of response to the interventions is well established.

*Expedited placements will be considered on a case-by-case basis in joint consultation with the EUPISD Special Education Director and the EUP-OSIP Special Education Supervisor.*

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

The parent, local district and EUPISD-OSIP Staff will make recommendation 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.

\*Please see the following flowchart for specific steps on student placement.

\*A written explanation of the flowchart is available in Appendix C of this document, for those who must use a screen reader.

## EUP-SIP Placement: District to Center Process

Referrals to the EUPISD Learning Center are made by the Local District. In the event a parent contacts the Learning Center directly, they will be referred back to their Local District Supervisor.

Once the placement request is received from a Local District, the following occurs:

1. Information is collected by the Resident District:
  - FBA/BIP
  - IEP(s)
  - MET and Evaluation Reports
  - Progress Reports
  - REED
  - SAT Reports
2. Resident District obtains parent consent to share information with the Learning Center Principal.
3. Resident District sends information to Learning Center Principal.
4. Center staff reviews the information within 5 school days.
5. Center staff observes student and sends report to Resident District.
6. Center visit is scheduled for Resident District to accompany parent and student for a tour with supervisor and teacher and Center information is provided to parent.
7. IEP Meeting is scheduled between District, parent, and Center to discuss placement.
8. IEP amendment or Permission to Place is added at the Resident District detailing the new program(s) and service(s).
9. New IEP is developed within 30 school days.

## Expedited Entry

### 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 follows up with the previous placement staff and, at a minimum, ask the contact questions contained in the Appendix A.
3. District staff completes a request for records form, obtains parent signature and sends form to previous placement.
4. District superintendent or principal contacts EUP-OSIP Special Education Supervisor to request an expedited staffing.  
\*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 EUP-OSIP team, a 30-day placement may be approved.

*In the event that a student who is currently attending at 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 70% of their day or at a classroom Level 5.
2. EUPISD Learning Center teacher will review student progress with the EUP-OSIP Special Education Supervisor.
3. The EUP-OSIP Special Education Supervisor will contact the District building administrator and inform them of the student's completion of program. A formal exit meeting will be scheduled.
4. Appendix B will be completed by the EUP-OSIP 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. Should the student be unsuccessful within the District setting, involved staff will meet with EUPISD Learning Center staff to provide suggestions regarding alterations to programming provided within the District.
7. Should the District determine the student is unsuccessful, they may request entry into the Center by following the entry guidelines.

## Appendix A

### EUP-OSIP Entry Request Form

Date of Referral \_\_\_\_\_

Student Name: \_\_\_\_\_

District: \_\_\_\_\_

Please check those that apply:	Provide a narrative description:
<input type="checkbox"/> Academic Concerns	(Subject, Level of Independence, Organization, etc.)
<input type="checkbox"/> Behavior Concerns	(Type, Intensity, Duration, etc.)
<input type="checkbox"/> Academic Inclusion	(Subject, What % of time, With or Without Support. Co-Taught, etc.)
<input type="checkbox"/> Social Skills	(Amount of Time, Setting, With or Without Support, etc.)
<input type="checkbox"/> Medical Concerns	(Personal Care Services, Disorders, etc.)
<input type="checkbox"/> HS Diploma	(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	
		<b>Area Coordinator verifies that Ed Benefit review process and IEP was implemented with fidelity.</b>
		<b>The student is currently receiving instruction with special education support 75% or more of their day.</b>

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

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="checkbox"/> Current IEP | <input type="checkbox"/> Current MET/REED   | <input type="checkbox"/> Psychological/Evaluation Report(s) |
| <input type="checkbox"/> Transcripts | <input type="checkbox"/> Report Card/Grades | <input type="checkbox"/> BIP/FBA                            |



## Appendix B

### EUP-OSIP Entry Request Form

Date of Referral \_\_\_\_\_

Student Name: \_\_\_\_\_

District: \_\_\_\_\_

Please check those that apply:	Provide a narrative description:
<input type="checkbox"/> Academic Concerns	(Subject, Level of Independence, Organization, etc.)
<input type="checkbox"/> Behavior Concerns	(Type, Intensity, Duration, etc.)
<input type="checkbox"/> Academic Inclusion	(Subject, What % of time, With or Without Support, Co-Taught, etc.)
<input type="checkbox"/> Social Skills	(Amount of Time, Setting, With or Without Support, etc.)
<input type="checkbox"/> Medical Concerns	(Personal Care Services, Disorders, etc.)
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| <input type="checkbox"/> Transcripts | <input type="checkbox"/> Report Card/Grades | <input type="checkbox"/> BIP/FBA                            |