



GOGEBIC-ONTONAGON

Intermediate School District

Leading, Supporting, Enriching

Center Based Programs Entry & Exit Guidelines

Adapted from the EUPISD LC Entry and Exit Guidelines
December 2022

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The following guidelines were developed to assure that placement decisions follow 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.

LRE Requirements: [Sec. 300.114 LRE Requirements](#), [Sec. 300.117 LRE Requirements](#)

Therefore, each district must ensure that: students with disabilities are removed from the general education setting Only If, the nature or severity of the disability is such that the student, even with supports cannot achieve satisfactorily in the general education setting;

Each district must ensure that a continuum of alternative placements is available to the meet the needs of the student with disabilities:

The determination of placement for a child with a disability must be: Made by a group of persons, including the parent, other persons knowledgeable about the child, know the meaning of the data and placement options and; Is made in conformity with the LRE provisions of this subpart including 300-114 through 300.118:

Each district must ensure that every child with a disability has the opportunity to participate with their peers in non academic and extracurricular activities. The district must ensure that the use of Supplementary Aids and services are available for a child with a disability to participate in non academic activities.

Requirements:

1. 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.
2. Districts will review course of study options for all students in grades 9-12 prior to a in center request. The use of a personal curriculum will be considered to support student placement in the least restrictive environment.

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. To the maximum extent appropriate, all students will receive a general education Kindergarten experience.
3. Districts will utilize existing tools & strategies to support student placement in the least restrictive environment prior to submitting an entry request. For example but not limited to: 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.

Requirement:

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.

Programming:

The purpose of the GOISD Center Based Program is to offer students who require extensive, ongoing specially designed instruction for academics 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 following Should My Student Take the Alternate Assessment resource. [Alternate Assessment Resource](#)
- Students will have access either through consultation or direct services to the Behavior Specialist, and additional ancillary staff including: Speech and Language Pathologist, Occupational Therapist, Physical Therapist and School Social Worker.
- Students will have an opportunity, as determined by their IEP, to participate in inclusion. The consideration for support in inclusion may include but are not limited to; adult support, individual behavior intervention plans, frequent breaks, give responses in a different format, extra time to process information, work with a peer and/or reduce the number of tasks to complete, adaptive tools or assistive technology and/or visual schedule or visual cues.
- Districts must ensure, and IEP Teams must consider, the following: § To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled. § Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 CFR §300.114(a)(2)
- 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 resident school district with support of GOISD Center Based Program staff.

Entry Process for the GOISD Center Based Program

The items listed below must have been implemented and documented prior to students being considered for placement at the GOISD Center Based Program. 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. Students are placed in the local school program and receive special education support for 80% 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. The district should consider the Least Restrictive Environment and consider any potential harmful effects on the child or on the quality of services that child needs. District must consider that a child with a disability cannot be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.
2. Placements language from Individuals with Disabilities Education Act (IDEA) [Sec. 300.116 Placements](#)
3. If significant behavioral issues are present the following must be completed:
 - a. Implementation of Tier I, II, and III behavioral instruction and the lack of response to the interventions is well established and includes documentation of supporting data
 - b. Functional Behavior Assessment
 - c. Behavior Intervention Plan has been developed and implemented with fidelity for a minimum of 8 weeks, and includes documentation of supporting data.
 - 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
4. Course of Study consideration and the development of a Personal Curriculum (for students who will be working toward a diploma) is completed for secondary students.

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

The parent, local district; including a special education teacher, LEA Administrator, General Education Teacher and Ancillary Staff as appropriate, and GOISD Center Based Program Staff will make recommendations for placement based on the individualized student information and data. The final determination for placement will be made at the IEP meeting with parental involvement. IEP Team language and requirements: [Sec. 300.321 IEP Team](#)

Prior Notice must be provided to the parent/guardian when the district proposes to initiate, change or evaluate a student. The Notice must also include a statement of the Procedural Safeguards rights of the parent/guardian. Dispute resolution options may include, but are not limited to: facilitated IEP, Mediation, State Complaint or Due Process. Michigan Department of Education [Dispute Resolution Options](#)

The following sources are available to assist you in understanding your rights:

- Michigan Alliance for Families <https://michiganallianceforfamilies.org> 1-800-552-4821
- Special Education Mediation Services <https://mikids1st.org> Call 833-KIDS-1ST, 833-543-7178, 517-334-0034
- Disability Rights Michigan <https://drmich.org> Phone: 800-288-5923 and 517-487-1755 Disability Rights Michigan (DRM) is the independent, private, nonprofit, nonpartisan protection and advocacy organization authorized by Federal and State law to advocate and protect the legal rights of people with disabilities in Michigan.

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 Based Program Entry Process

The process for placement is as follows:

1. Resident District obtains parent consent to share information with the GOISD Center Based Program 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 the GOISD Center Based Program Principal.
5. Center Based Program staff reviews the information within 10 school days.
6. Center Based Program staff observe the student and send correspondence to the Resident District.
7. A Center Based Program visit is scheduled for Resident District to accompany parent and student for a tour with Center Based teacher and Center Based Principal. Center information is provided to the parent.
8. A meeting is scheduled between District, parent, and Center Based Program staff to discuss placement.
9. Permission to Place is completed by the Resident District detailing the new program(s) and service(s).
10. The Center Based Program staff develops a new IEP within 30 school days.
11. The resident district is included as a participant in the IEP Team making placement decisions. Based on MARSE R 340.1721e Individualized education program. Rule 21e: (6) The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed upon time and place. (7) The operating district shall invite the resident district to attend the individualized education program team meeting when the district of residence has authorized the operating district to conduct each subsequent individualized education program team meeting.

* In the event a parent contacts the GOISD CenterBased Program directly, they will be referred to their Local District Supervisor/Administrator.

Expedited Entry into GOISD Center Based 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. Another 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 GOISD Center Based Program Principal or GOISD Special Education Director to request expedited placement.

*If parents initiate the first contact, they will be referred back to their resident district.
5. Upon recommendation of the GOISD Special Education Director and Center Based Program Principal, a 30-day placement may be approved.
6. The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed upon time and place.
7. The operating district shall invite the resident district to attend the individualized education program team meeting when the district of residence has authorized the operating district to conduct each subsequent individualized educational program team meeting.

*If a student who is currently attending the Center changes residency within the GOISD, the Center Based Program Principal 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. Since the FAPE obligation changes from one district to another, a 30 day Permission to Place must occur to update or fully implement the current IEP and note the change in FAPE responsibility from one district to another one. Additional guidance regarding placement decisions and IEP Team Participants [IEP Team Participants in making placement decisions](#)

Exit Guidelines from Center Based Program to Resident District

1. Students are participating in general education settings for 50-60% of their day outside the ECSE/MOCI classroom.
2. The GOISD Center Based Program teacher will review student progress with the GOISD IEP team. In accordance with 34 CFR Section 300.116(b) the student's placement must be determined at least annually.
3. The GOISD 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. A new IEP will be developed that will include the resident district as a participant, to place the student back in the home district.
5. Appendix B will be completed by the GOISD Center Based Program team prior to the exit meeting (see Appendix B).
6. A timeline will be established for transition activities and an extended support plan will be developed, using the team meeting process.

7. 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.
8. 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 which includes the use of supplementary aids and services that support the students participation in the general education setting 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. When a student is going to turn 6 years of age within the current IEP year, an IEP must be held to transition the student in a more appropriate Least Restrictive Environment to receive a Free Appropriate Public Education.
2. Center will establish meetings to discuss needs.
3. The resident district will conduct observation(s) of the student in the ECSE classroom.
4. The resident district will complete a Permission to Place and an IEP to establish services in the resident district.
5. 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.
6. To the maximum extent practicable, all students will receive a general education Kindergarten experience.

Appendix A- GOISD Center Based Programs 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"/> Supplementary Aids and Services	
<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	(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	
		Local District Administrator verifies that Ed Benefit review process and IEP was implemented with fidelity.
		The student is currently receiving instruction with special education support 80% 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
- Classroom Assessment Data
- State and District Assessment Data
- REED
- FBA/BIP and BIP implementation documentation
- Behavioral Referrals
- Course of Study and Personal Curriculum
- Attendance Records
- Safety and Supervision Plan (if applicable)
- Other (medical, law enforcement encounters, ect)

Appendix B- GOISD Center Based Programs Exit 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"/> Supplementary Aids and Services	
<input type="checkbox"/> Medical Concerns	(Personal Care Services, Disorders, etc.)
<input type="checkbox"/> HS Diploma	(Course of Study, Credits Earned to Date, Personal Curriculum, etc.)

Summary of IEP Development and Progress Monitoring Data:

YES	NO	
		GOISD Special Education Supervisor verifies that Ed Benefit review process and IEP was implemented with fidelity.
		The student is currently receiving instruction with special education support 50-60% or more of their day.

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

- | | |
|---|--|
| <input type="checkbox"/> IEPs for the most recent 3 years with supporting Educational Benefit documentation
<input type="checkbox"/> MET and Evaluation Reports
<input type="checkbox"/> Progress Reports | <input type="checkbox"/> REED
<input type="checkbox"/> FBA/BIP and BIP implementation documentation
<input type="checkbox"/> Course of Study and Personal Curriculum
<input type="checkbox"/> Safety and Supervision Plan (if applicable) |
|---|--|

Appendix C - Education Benefit Review Process

GOISD EDUCATIONAL BENEFIT REVIEW PROCESS

Student:
Date of IEP:
Grade:
Date of Ed Benefit Review Process:

Needs (PLAAFP)	Transition Activities	Goals and Objectives	Supplementary Aids and Services Programs & Services	Progress