

Lapeer County Intermediate School District

Center Program Guidelines and Referral

Updated 2011



Prior to placing a student outside of the regular educational environment, the full range of supplementary aids and services that may be provided to facilitate the child's placement in the regular classroom setting **must** be considered.

Least Restrictive Environment (§300.550)

- (1) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (2) That special classes, separate schooling or other removal of children 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.

The IEP team will first give consideration to the appropriateness of placement in the general education environment with modifications and supports. The full continuum of services will be considered without regard to current availability.

Severe Cognitive Impairment Program Description and Criteria:

- Age 5 through 25 years (*Exceptions for below age 5 may be considered)
- Development at a rate of 4 ½ or more Standard Deviations below the mean (IQ below SS=40)
- Adaptive Behavior Scale Functioning below SS= 40
- Curriculum focus (Participation Level) primarily in the area of daily living, communication, socialization, personal care, safety, recreational leisure, or increased independence. Goals do not focus on attainment of academic skills, other than functional reading/math.

Severe Multiple Impairment Program Description and Criteria:

- Age 5 through 25 years (*Exceptions for below age 5 may be considered)
- Development at a rate of 3 or more Standard Deviations below the mean (IQ below 55) AND 1 or more of the following conditions (R340.1714):
 - Hearing Impairment
 - Visual impairment
 - Physical Impairment
 - Health Impairment
- Adaptive Behavior Scale Functioning below SS= 55

- or {
- Curriculum focus (Participation Level) primarily in the area of daily living, communication, socialization, personal care, safety, recreational leisure, or increased independence. Goals do not focus on attainment of academic skills, other than functional reading/math.
 - Curriculum focus (Supported Independence Level) primarily in the area of personal care, independence, daily living skills, vocational skill development, community-based instruction and functional academics.

Moderate Cognitive Impairment Program Description and Criteria:

- Age 13 through 25 years
- Development at a rate of 3 - 4 ½ Standard Deviations below the mean (IQ SS=40 - 55)
- Adaptive Behavior Scale Functioning below SS= 55
- Curriculum focus (Supported Independence Level) primarily in the area of personal care, independence, daily living skills, vocational skill development, community-based instruction and functional academics.

****Age exception below 5 - Consideration will be made for students below age 5 with **Severe Cognitive Impairments** or **Severe Multiple Impairments** if the following are documented:**

- and- {
- evidence of lack of progress toward goals
 - other measures documenting an unsatisfactory placement
- or-
- any potential harmful effect on the student or quality of service is impacted.

Steps for Referral to Center Program:

1. Case Coordinator will contact Local Building Principal to discuss consideration for referral to LCISD program.
2. If appropriate, Local Building Administrator will refer Case Coordinator to Local Special Education Administrator to discuss consideration.
3. If appropriate, Case Coordinator will proceed with completion of referral paperwork, including:
 - a. Referral Form
 - b. Current MET and supporting reports
 - c. Current IEP
 - d. Behavior Intervention Plan
 - e. Medical Reports
 - f. Outside agency reports/information
 - g. Parent information
4. Local Special Education Administrator will contact the Center Program Coordinator to discuss referral.
5. Within 30 school days of receipt of referral, the Center Program Coordinator and one Center Program Staff member (teacher, ancillary, nurse, etc.) will schedule a visitation for the following purpose:
 - a. Review of records
 - b. Observation
 - c. Discussion with Local Building IEP Team Member(s) for information gathering
6. Center Program Coordinator will contact LCISD Special Education Director to discuss referral, observation report and recommendations.
7. LCISD Special Education Director will notify Local Special Education Administrator of placement decision.

If placement appears appropriate:

1. Local District will contact parent and coordinate with Center Program Coordinator to schedule visitation.
2. IEP scheduled:
 - a. Referring district schedules and conducts IEP.
 - b. Relevant ISD (minimum of administrator and receiving teacher) and Local Staff will be invited to the IEP.
 - c. IEP will be held at a mutually agreed upon place and time.
3. Copies of special education file will be transferred to Center Program Staff at the IEP.
4. Enrollment paperwork (emergency forms, etc.) will be provided to parent and completed following the IEP.
5. Local District is responsible for arranging transportation.

If placement does **not appear appropriate:**

1. Center Program Coordinator / LCISD Special Education Director will provide Local District Special Education Administrator with follow up documentation of decision.
2. ISD will provide support services as appropriate to assist IEP team (Behavior Specialist, ASD consultant, etc.)

Steps for referral from Center Program to Local District:

1. Referring LCISD Case Coordinator will contact Center Program Coordinator.
2. Center Program Coordinator will contact Local Special Education Administrator and LCISD Director of Special Education to discuss student.
3. Within 30 calendar days of receipt of referral, the Local Special Education Administrator will schedule visitation for the following purpose:
 - a. Review of records
 - b. Observation
 - c. Discussion with Center Program IEP Team Member(s) for information gathering

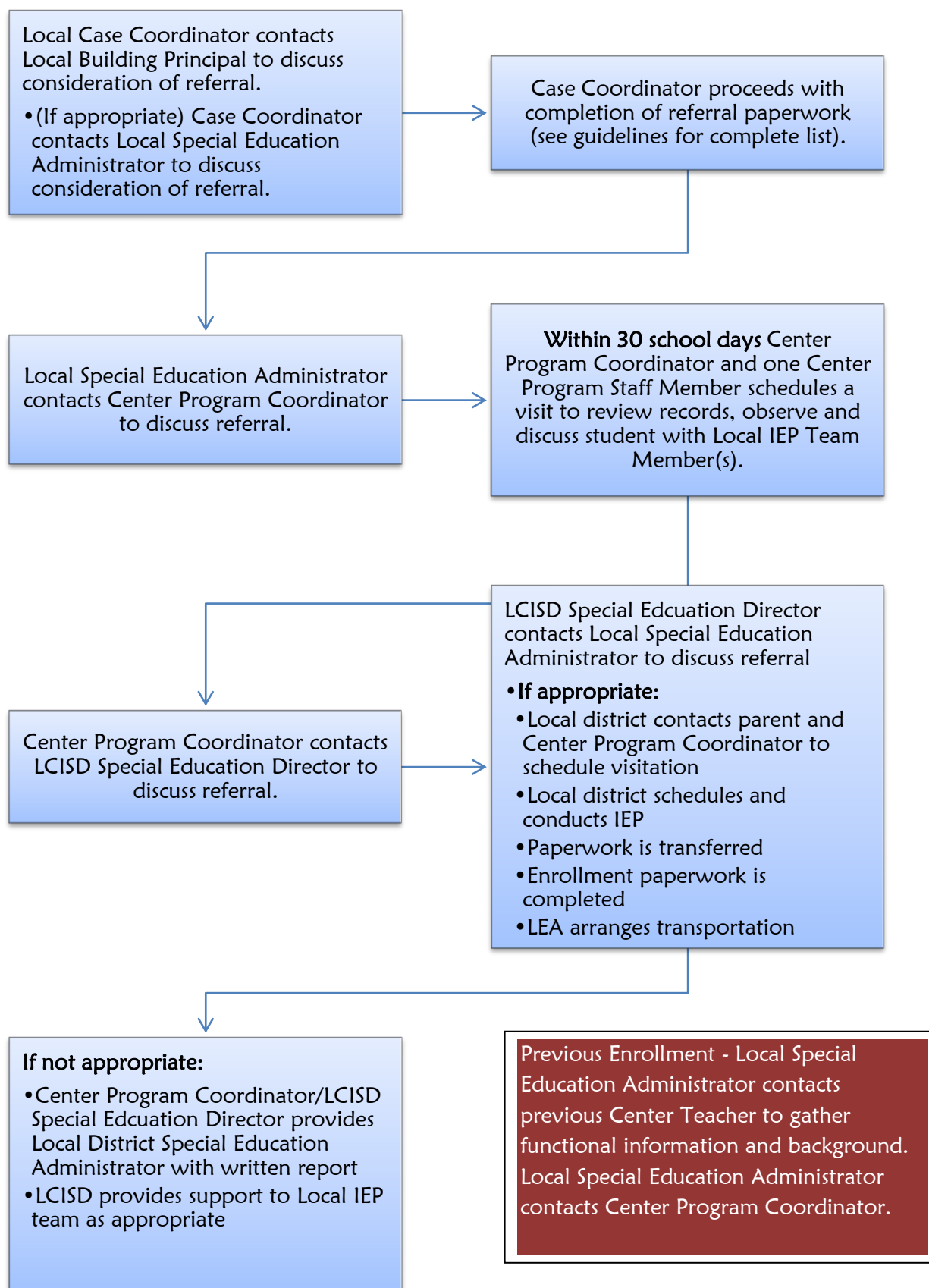
If placement appears appropriate:

1. Center Program Case Coordinator or Center Program Coordinator will contact parent and coordinate with Local District to schedule visitation.
2. Appropriate sending and receiving Staff Members will develop a transition plan for returning student to Local District.
3. IEP scheduled:
 - a. LCISD will schedule and conduct the IEP
 - b. Relevant ISD and Local Staff (minimum of Local Administrator and receiving teacher) will be invited to the IEP.
 - c. IEP will be held at a mutually agreed upon place and time.
4. Copies of special education file will be transferred to Local District Staff at the IEP.

Previous Enrollment Steps & Considerations:

1. Enrollment in LEA
2. Information collected by LEA Special Education Administrator, including:
 - a. Functioning level (Cognitive, Adaptive, etc.)
 - b. Supplemental supports (behavior, medical, etc.)
 - c. Curriculum Focus (Functional Independence, Supported Independence, etc.)
3. LEA Special Education Administrator contacts Center Program Coordinator to discuss new student.
4. If appropriate, Center Program Coordinator will contact parent to schedule visit and complete previous enrollment consent form.

*****Note:** Students who have been placed in center programs in other counties may not meet LCISD criteria for placement.*





1996 West Oregon Street
Lapeer, Michigan 48446

Lapeer County Intermediate School District

Center Program Referral

Student Name: Student Name Date of Birth: DOB Age: Age

Resident District: Resident School Building: Click here to enter text.

Case Coordinator: Case Coordinator Case Coordinator Phone

Special Education Eligibility: Choose an item. Case Coordinator Email

Current IEP Date: IEP Date Current Eligibility Date: Eligibility date

Description of Nature and Severity of the student's disability:

Summary of recent evaluations:

Assessment Area	Assessment	Date	Results
Cognitive/developmental			
Adaptive Skills			
Communication			
Achievement/readiness			

Please describe daily living skills, including, dressing, feeding, toileting, mobility, etc.

Please describe behavior, attention to task, and response to change in routine:

Please describe interaction/socialization with familiar and non-familiar peers/adults, including verbal or non-verbal interaction:

Describe communication:

Describe Health related needs and any safety concerns:

Description of Supplementary aids and services provided to the student while in the general education environment (or home, or local special education classroom):

Participation of the student in nonacademic settings and extracurricular activities, including the description of supplementary aids and services provided to students so that they have equal access to such activities:

Evidence of previous placement options, demonstrated progress, or lack of, progress towards goals, and other measures of an unsatisfactory placement, including any potential harmful effect on the student or quality of services (attach if necessary).

If the student has not been placed in a general education environment, evidence must be provided that demonstrates why placement in the general education environment is projected to be unsatisfactory.

Description of the parent and student's comments (if any) regarding the current or possible placements:

Checklist of documentation to attach to referral:

- ☐ Current IEP
- ☐ Current MET with reports

(if applicable)

- ☐ Behavior Intervention Plan
- ☐ Medical Reports / Health Plans
- ☐ Outside agency reports/information

Building Principal Signature

Date

Special Education Administrator

Date

This referral and all supporting documentation should be sent to the Center Program Coordinator (ETC)