

Eaton Regional Educational Service Agency

**Guideline Document for  
ERESA Classroom  
Program Placement  
Emotional Impairment**

Used with permission from Wexford Missaukee  
Intermediate School District

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## Program Philosophy

The Meadowview Severe Emotional Impairment (SEI) program is designed to provide the Special Education programs and related services needed to appropriately serve severely emotionally impaired students.

We implement an organized school-wide program that emphasizes immediate positive reinforcement, personal responsibility, appropriate decision making skills, and the development of socially acceptable behavior.

The Meadowview SEI program offers an opportunity for a successful classroom experience, both behaviorally and academically. On a regular basis, students discuss their progress in the school with their teachers and staff. They continually are taught to take responsibility for their behavior and evaluate their current personal goals. Student individual needs as specified in their IEP will be met through the program and services provided at Meadowview. Student's academics are tied to the common core.

It is the ultimate goal of the Meadowview SEI program staff is to help each student learn the behavior and skills necessary to re-enter the public school or other appropriate placement.

## Least Restrictive Environment

In order to assure that all appropriate options have been considered prior to the placement of students into a self-contained setting, the following guidelines were developed based on issues related to Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), and the Individuals with Disabilities Act (IDEA).

Every attempt is made to assure parents, students, and professionals that placement into this program occurs only after the Local Education Agency (LEA) has exhausted all reasonable options and it is clear that students with severe behavioral concerns continue to experience significant behavioral and emotional problems following these efforts.

*“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from regular education occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”*

[20 U.S.C. 1412(a)(5)]; [34 C.F.R. 300.550(b)(1)-(2)]

## **Least Restrictive Environment (LRE)**

The LRE Continuum:

- Regular classroom with universal supports
- Regular classroom + supplementary aids and services and a related service
- Special education instruction in regular school setting + general education supported by supplemental aids and/or services
- Self-contained classroom in a general education facility
- Self-contained classroom in a separate facility; day treatment program
- Residential facility
- Home-based placements

\* In order for a team to determine that a student requires a more restrictive environment, the team must have data to show that a student cannot make progress in a less restrictive environment.

## **Introduction**

The Eaton Regional Education Service Agency (ERESA) SEI Programs are highly structured educational classrooms for students with severe emotional impairments. The program is considered as the most restrictive option after other “less restrictive environments” have been attempted and proven to be unsuccessful.

## **Program Rationale/Mission**

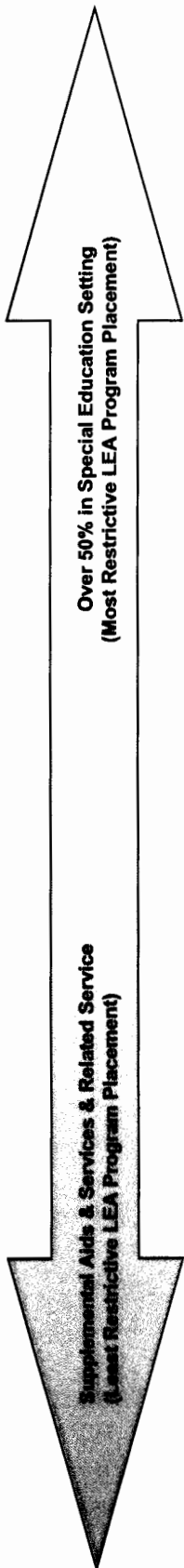
ERESA SEI programs serve the needs of the students in our seven local school districts: Grand Ledge, Charlotte, Eaton Rapids, Maple Valley, Potterville, Relevant Academy, Island City Academy and Strange School. Our ERESA programs for students with severe emotional impairments represent the most restrictive environment on the continuum of services. This continuum is described in the following summary excerpts from IDEA 2004 Sec. 300.114-120.

The 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA-2004) mandates that each school ensures a continuum of alternative placements is available to meet the needs of all students. To the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled. Special classes, separate schooling, or removal of children from 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 purpose of the SEI program is to provide students with a safe and structured alternative special education placement in which to learn alternative behaviors that are necessary to be successful in their regular school setting. The length of time a student is in the SEI program will vary from student to student. A variety of data sources will be used to evaluate the effectiveness of the program for individual students. The goal is to assist students in transitioning back to their local school environment.

A candidate for placement in the ERESA SEI program must have a documented record of having been unsuccessful while attending school in their local district, typically of primary concern is student behavior. When a student's behavior becomes so severe as to interfere with the learning of the student, placement in the SEI program is considered. The following process will assist the districts in determining that all options have been exhausted at the local level before considering placement within the ERESA SEI program.

The items listed below must have been attempted with fidelity over time and documented prior to students being considered for placement in the ERESA classroom program for students with severe emotional impairments.



## ERESA EI Program – Entry Guidelines

Prior to the Local Education Agency/School District (LEA) consideration of placement into the ERESA severe emotional impairment programs, the following should occur:

Team meetings: held to develop an action plan that will include suggestions, accommodations and/or other supports to help the student be successful at the LEA, including team responsibilities

Develop a two-part plan - FBA/BIP (Functional Behavioral Assessment + Behavioral Intervention Plan)

Local district staff implements BIP and modifies as necessary, collecting data for an adequate amount of time, typically 8-12 weeks or more. Within the 8-12 week period of BIP implementation, data review meetings are needed, at least every 2 weeks to review and implement modifications based on successes and areas of difficulty. Data will be collected and the plan will be implemented with fidelity by everyone involved.

The IEP team considers additional special education programming options and/or supplementary aids and services in the LEA.

Student is receiving services in special education for more than 50% of their day. This does not include supplementary aids and related services. Reason: When moving to the most restrictive self-contained classroom, the local district must place the student in the maximum time available for special education intervention within the LEA.

The FBA, BIP and IEP should all reflect the same expectations with behaviors of concern that have been developed by the IEPT (Individualized Education Program Team) noted in the present level of academic and functioning performance.

Specific behavior intervention programs developed from the FBA must be implemented with fidelity and the results (e.g. individual behavior check systems, contingent rewards, and etc.) documented.

Documented communication between home and the local school has occurred on a consistent basis.

Specific behaviors and incidents have been documented over an extended period of time.

### Classroom Entry Process:

1. Once the LEA team has determined there is sufficient data to support consideration of a change in placement, a meeting with the family/guardian should occur to discuss the concerns. The SEI Program Entry Form is completed by the LEA Special Education Contact and the local/RESA team and turned in to the Meadowview SEI Principal.
2. The parent/guardian is invited/requested to visit the SEI program with a LEA team representative and meet with the principal, teacher and available team members.
3. The Meadowview SEI principal will oversee the entrance process and preview the packet. If all documents are received, a visit to the local program will be scheduled. The SEI principal, potential classroom teacher and behavior specialist will complete an observation of the student in the local district setting and notify the LEA to convene an IEP meeting within 10 school days of receipt of the appropriate and needed documentation
4. If necessary, during the paperwork/packet process, the Meadowview principal will schedule a meeting with the local district to discuss the packet, the checklist and ask questions
5. Once steps 1-4 are completed and both teams feel the SEI program is the best educational program to meet the student's needs, the LEA Special Education Contact sets up an IEP to be held at the LEA. Examples of people who the team may want to include:
  - LEA Building Principal
  - Meadowview SEI Principal
  - LEA Special Education Teacher (caseload)
  - School Social Worker / MET Representative
  - Special Education Supervisor
  - EI Program Teacher
  - Relevant Ancillary Staff
  - Parent / Legal Guardian
  - Student, as appropriate
  - Outside agency representatives

### If the IEP Team determines placement into the SEI Classroom is appropriate:

- A timeline will be established for transition activities. An Action Plan form will be completed to establish the activities and the roles of the team participants. This will be in collaboration with the parent, local school district and ERESA staff.
- The LEA will be invited to attend subsequent IEP's and additional student centered meetings.

**ERESA SEI Program Entry Documentation (Fillable form)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Birthdate: \_\_\_\_\_ UIC #: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_ Contact #: \_\_\_\_\_

Last IEP Date: \_\_\_\_\_ Last Evaluation Date: \_\_\_\_\_

Eligibility: \_\_\_\_\_

Special Education Classroom:  Categorical \_\_\_\_\_  Resource Room \_\_\_\_\_  
Time Time

Medication:  Yes  No

If yes, what type(s): \_\_\_\_\_

**1. Documentation (please attach):**

Most recent IEP and Evaluation or REED

Documentation of behaviors related to suspension or expulsion

Behavior documents:

- Functional Behavior Assessment
- BIP
- Progress Monitoring/Data Review for BIP, documenting intervention modifications

Outside evaluations

Court Documents (custody arrangements)

Discipline Records

Attendance Records

Describe current educational programming for student:

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2. *Support Services:*

Consultation/support (circle): Social Work (SSW), Speech and Language (SLP), Occupational Therapist (OT), Physical Therapist (PT), School Psychologist, ASD consultant, Behavior consultant

Outside agency name and contact information:

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Has there been a medical, psychiatric, and/or psychological evaluation within the last year that gives support data to the potential placement?     Yes     No

Transportation Needs:

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3. *Summary of data review and result of interventions/changes in placement:*

<b>Meeting Date</b>	<b>Interventions</b>	<b>Results/changes in placement</b>

### Action Plan Worksheet After Referral

Student: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Purpose of Action Plan: \_\_\_\_\_

WHO	Will do WHAT	By WHEN / Status

Next Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

## **ERESA SEI Program - Exit Guidelines**

### **Procedural steps for determining student exit from the ERESA program and returning to an LEA program:**

1. Student data review and progress on behaviors and academics occurs on a monthly basis. LEA representative is invited to meetings and informed of progress. Parent is informed of progress leading to possible transition. Generally the placement time at a minimum in the ERESA EI program is 6-8 weeks or as determined by the IEP team.
2. Data indicates student is meeting behavioral goals, has maintained stable behaviors and may be ready to return to a less restrictive environment (successful documentation occurs for at least 8 weeks).
3. If the student support team determines that changes to the behavior plan are necessary prior to a change in placement, suggestions can be given.
4. Local district staff observe student in the Meadowview SEI program and data is reviewed.
5. Parent/Guardian is offered the opportunity to tour the LEA placement of consideration.
6. The Meadowview SEI Principal contacts the LEA Special Education Director/Designee and inform him/her of the internal staffing results and initiate a transition plan. Meadowview SEI Principal sets up an IEP. Examples of people the team may want to include:
  - LEA Building Principal
  - Meadowview SEI Principal
  - LEA Special Education Teacher (caseload)
  - School Social Worker / MET Representative
  - Special Education Supervisor
  - EI Program Teacher
  - Relevant Ancillary Staff
  - Parent / Legal Guardian
  - Student, as appropriate
  - Outside agency representatives
7. If the IEP team determines that the student will be exiting the Meadowview SEI program, a timeline will be established for transition activities. An Action Plan form will be completed to establish the activities and the roles of the team participants including documenting the strategies that were successful in the SEI program
8. Functional Behavioral Assessment and Positive Behavior Interventions and Supports Plan will be reviewed / revised by receiving agency for implementation in in the local district.

**ERESA SEI Program Exit Documentation (Fillable form)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Birthdate: \_\_\_\_\_ UIC #: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_ Contact #: \_\_\_\_\_

Last IEP Date: \_\_\_\_\_ Last Evaluation Date: \_\_\_\_\_

Eligibility: \_\_\_\_\_

Medication:  Yes  No

If yes, what type(s): \_\_\_\_\_

Date of Entrance into ERESA EI Program: \_\_\_\_\_

Does the student want to return to home school?  Yes  No

Documentation attached:

Most recent IEP and Evaluation or REED

Documentation of behaviors related to suspension or expulsion

Behavior documents:

- Functional Behavior Assessment
- BIP
- Progress Monitoring/Data Review for BIP, documenting intervention modifications

Discipline Records

Attendance Records

Describe current educational programming for student:

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4. *Support Services:*

Consultation/support (circle): SSW, SLP, OT, PT, ASD consultant, Behavior consultant

Outside agency name and contact information:

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Has there been a medical, psychiatric, and/or psychological evaluation within the last year?  Yes (Report attached)  No

Transportation Needs:

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5. *Summary of data review and result of interventions/changes in placement:*

<b>Meeting Date</b>	<b>Interventions</b>	<b>Results/changes in program</b>

Describe the continuing needs of the student behaviorally and academically within the general education and special education setting:

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Completed by:

\_\_\_\_\_

Name

\_\_\_\_\_

Date

\_\_\_\_\_

SEI Principal

\_\_\_\_\_

Date

**Exit Form Action Plan Worksheet**

Student: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Purpose of Action Plan: \_\_\_\_\_

WHO	Will do WHAT	By WHEN / Status

Next Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Team Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_