

Information for Placement in a Program for Students with an Emotional Impairment

Secondary STEPS Program
Success **T**hrough **E**ffective **P**ositive **S**upport
Huron Learning Center



Table of Contents

Background Information for Placement in a Program for Students with an Emotional Impairment	2
Purpose and Philosophy	2
Instruction	3
STEPS Program Expectations	3
Continuum of Special Education Services	4
STEPS Program Decision Making Guidance.....	5
STEPS Committee.....	5
Required Documentation Checklist.....	6
Required Documentation Checklist Cont'd.....	7
STEPS Information Packet.....	8
For Students Leaving a 24-Hour Residential Treatment Program.....	11
For Transfer Students.....	12
Transfer Student Questionnaire.....	13

Background Information for Placement in a Program for Students with an Emotional Impairment

In order to assure that all appropriate options have been attempted prior to consideration of placing a student in a self-contained EI Program, the Success Through Effective Positive Support (STEPS) Guidance was first developed during the 2004/2005 school year. Issues related to least restrictive environment (LRE), free appropriate public education (FAPE), Michigan Administrative Rules for Special Education (MARSE) and Individuals with Disabilities Act (IDEA) are paramount when a district considers a more restrictive educational setting for a student with an emotional impairment that may result in placement away from non-disabled peers in a self-contained program for students with an emotional impairment.

To ensure appropriate programming for the student, every attempt is made to ensure placement in a self-contained EI program occurs only after the LEA has exhausted all possible options, (see page 4 for continuum of services) which shall include consultation with the HISD EI Teacher Consultant, and it is clear that the student with an emotional impairment continues to experience significant behavior and/or emotional difficulties.

During the 2003/2004 school year, a community-wide task force was convened to look at a variety of issues related to the needs of local students. The task force consisted of representatives from area superintendents, parent advocates, general and special education teachers, general and special education administrators, Human Development Commission and Court personnel. The task force identified the need for a revised model at the secondary level that provides services for students with emotional impairment that are a part of the least restrictive continuum.

Purpose and Philosophy

The purpose of this document is to inform the students, parents, guardians, and other interested persons of the various components, policies, and procedures of the STEPS (Success Through Effective Positive Support) Program. STEPS is a center-based self-contained program for students with severe emotional impairment and behavioral challenges. This program is operated by the Huron Intermediate School District and located in the Huron Learning Center. The intent of this program is to provide a short-term placement for EI eligible students by providing a comprehensive social skills component within an educational setting.

The STEPS Program uses the Boys Town Specialized Classroom Management Program to teach the requisite skills for success in the classroom to enable the student to return to a less restrictive environment at their local school district as soon as they are able to meet the established behavioral criteria. Social skills are directly taught, and progress is routinely monitored. As they experience success, students are given increased levels of privileges. Specialized Classroom Management is an evidence-based, multi-tiered intervention program that provides students with the positive behavior supports they need to succeed. The hallmarks of the Boys Town Education Model are:

- Safety
- Positive & Healthy Relationships
- Individualized & Strength Focused
- Social Skills Curriculum
- Methods to Teach & Support Skill Acquisition
- Generalization & Internalization
- Self-Management/Self-Determination
- Proactive Administrative Intervention

The goal of Specialized Classroom Management is to give students who have unique behavioral, emotional and social needs the tools they need to be successful. Intended outcomes are:

- Reduced office referrals and disruptive behaviors
- Increased academic engagement and instruction time
- Increased on-task behaviors

The Boys Town Specialized Classroom Management Program is firmly rooted in principles of applied behavior analysis and social learning theory. Its underlying premise is that behavior is learned through feedback on behavior and its environmental consequences. The model's focus is on teaching students with social skill deficiencies that have not yet learned or been effectively instructed on how to interact in a socially appropriate way with others. This behavioral model involves the identification of desirable pro-social behavioral expectations, the effective use of instructional strategies to teach those expectations, the application of an incentive system, and the implementation of reinforcement principles.

A program overview will be described to parents and students prior to beginning the program.

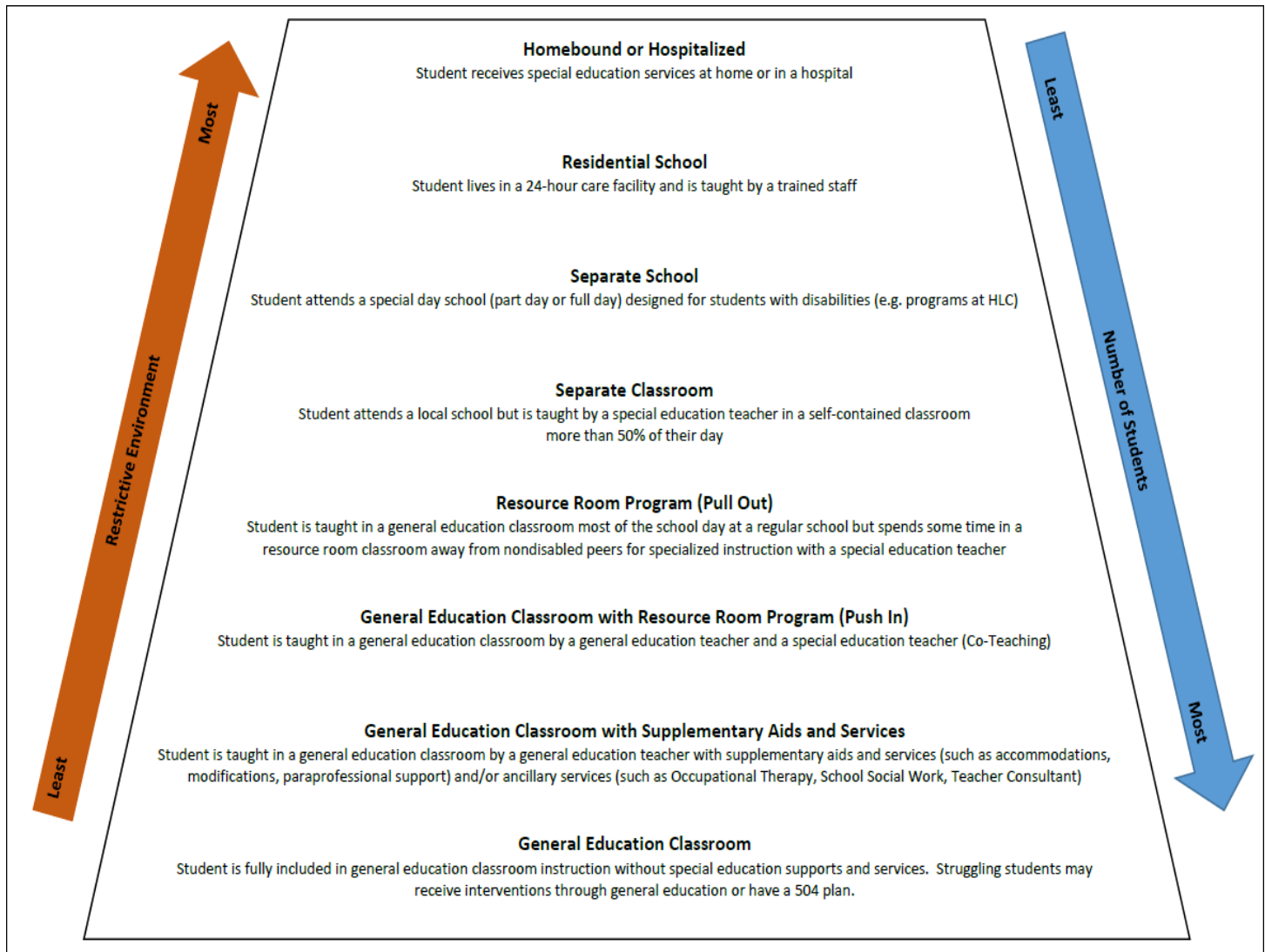
Instruction

The STEPS Program offers an online academic program supplemented with direct instruction by a teacher as outlined in the student's IEP. As secondary students enter the STEPS Program, emphasis is placed upon credits required for graduation. A schedule of class requirements is developed in collaboration with the local school district and the student's Educational Development Plan (EDP). The STEPS Program recommends credit or a grade for the student and the local district is responsible for awarding the grade and credit.

STEPS Program Expectations

- An LEA representative and parent/guardian will attend monthly student staffings and all IEP meetings for any student attending STEPS.
- The parent/guardian will provide written consent for the release/exchange of information with outside agencies involved with the student.
- The parent/guardian will review daily progress reports.

Continuum of Special Education Services



Educational placement is the setting in which a student receives education and services. Schools must place students in the least restrictive environment (LRE). This means students must be placed in the general education setting to the greatest extent possible and receive supports and services as determined by the IEP team.

STEPS Program Decision Making Guidance

STEPS is a center-based self-contained EI program for students with a severe emotional impairment and behavioral challenges. The student shall be currently identified as eligible as a student with an Emotional Impairment under 340.1706. The STEPS Program is targeted toward students in grades 7 through 12. The Huron ISD Plan is approved by MDE for a 6-year age span in the program. In unique cases, other special education eligibilities may be considered. STEPS must be the least restrictive environment option for the student.

Exceptional circumstances and emergency placements will be considered on a case-by-case basis in consultation with the STEPS Committee. Exceptional circumstances may include, but are not limited to, a residential 24-hour care facility, or placement in a self-contained EI program in another district.

Use the Required Documentation Checklist on pages 6-7. Submit this documentation and the information packet on pages 8-10 to the HLC principal. It may be necessary to offer additional supports or recommendations prior to further consideration for placement in the STEPS program.

STEPS Committee

Upon receipt of all required documentation and completed information packet, the STEPS committee will review the information within 7 school days of receipt. A representative from the STEPS committee will schedule a meeting with the local school team to review recommendations within 10 school days of the receipt of the completed information packet and all required documentation.

The review committee may include, but is not limited to, the following individuals:

- STEPS Supervisor
- STEPS Teacher
- HISD EI Teacher Consultant
- HLC School Social Worker

The local school team shall include, but is not limited to, the following individuals:

- Principal
- Special Education Teacher
- School Social Worker

After meeting to review the student information, documentation, and continuum of services, the STEPS committee will provide a recommendation regarding programming. If placement in the STEPS program is recommended, the LEA will organize an IEP meeting to consider that placement. The LEA shall include a representative from the STEPS committee at the IEP team meeting.

Required Documentation Checklist

The following items shall be made available for review by the STEPS Review Committee prior to consideration of STEPS at an IEP team meeting. Use this list below to plan for the gathering of information.

Person Gathering Info	Documentation Page 1 of 2	Gathered
	Completed STEPS Information Packet (pages 8-10)	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Current IEP <i>Current IEP must include annual IEP goals specific to student's serious/target behaviors. IEP progress report data shall be provided. Special education programs and services shall be reasonably calculated to allow the student the opportunity to make progress toward their IEP goals and objectives. Placement in the local school inclusion program with special education resource room 40%-50%, or placement in a local district categorical classroom 75%-85% has been documented. Reason: When moving to the most restrictive STEPS Program, the local district must place the student in the maximum time available for special education intervention with the LEA or clearly justify as to why the STEPS Program is the most appropriate placement.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	MET <i>Most recent EI MET and accompanying evaluation reports. The student, family, and LEA must understand and agree that the overall goal of the STEPS program is to transition the student back into the local school. The STEPS program is a short-term placement. Student placement is determined through the IEP process. A representative from the STEPS program must be in attendance at the IEP meeting.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	MDRs <i>All MDRs that have been completed for the student</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	FBA <i>A Functional Behavioral Assessment completed during the current school year by the local district with the assistance of the HISD SSW assigned to that district.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	BIP <i>A relevant and current behavior plan addressing the serious/target behaviors must be in place and implemented as written.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	HISD EI TC Recommendations <i>Documentation of recommendations provided to the local team by the EI TC and results of the implementation of the recommendations shall be provided.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available

Required Documentation Checklist Cont'd

Person Gathering Info	Documentation Page 2 of 2	Gathered
	Student's current class schedule	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Grades <i>Documentation of current grades over the past 2 school years. Student must be at risk of not earning passing grades or not demonstrating educational progress due to emotional and behavioral concerns.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Attendance <i>Documentation of student's attendance for the past 2 school years.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Documentation of home-school communications	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Discipline Reports <i>Documentation of specific behaviors and incidents over an extended period of time.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Suspension Data <i>List of dates of removal from school and reason for each removal.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Medical/Mental Health Information <i>Review of the student's medical history and provide relevant information; document contact with student's physician when appropriate.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Present Academic Levels <i>Data regarding the student's current levels of performance in reading, writing, and math.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Interventions <i>Data regarding the duration of each intervention tried, denoting expected and actual results shall be compiled, summarized, & provided.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	School Social Work Services <i>Log of service encounters provided over the past year.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available
	Release of Information <i>Written parental consent from parent for exchange of information between HISD and outside agencies working with the student.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not Yet <input type="checkbox"/> Not Available

STEPS Information Packet

(Submit to HLC principal)

Today's Date: _____

Name: _____

DOB: _____

Total Hours in Special Education per day: _____

Total Hours Resource Program Push In per day: _____

MET Date: _____

Total Hours Resource Program Pull Out per day: _____

IEP Date: _____

SE Eligibility: _____

Grade: _____

Check all that apply:

- History of significant assaultive behavior (include documentation)
- History of significant self-abusive behavior (include documentation)
- History of significant damage to school property (include documentation)
- Psychiatric evaluation within the past year that clearly states a significant disorder (attach evaluation)
- Recently released from 24-hour residential care facility (include release summary from care facility and form on page 11)
- History of repetitive behavioral difficulties

Provide an overview of the history of student concerns (specific behavior, medical, mental health, etc.):

Provide a summary of school discipline data (e.g. % of physical aggression, threats, self-harm; discipline reports; suspensions):

Briefly summarize parent involvement (contacts, staffings, conferences, level of cooperation, etc.):

Which annual IEP goals cannot be met in the current program? Why not?

What is the target behavior(s) of the behavior intervention plan? Include a brief summary of results.

Has a reinforcement inventory been completed? Yes No

List four things that the student likes or will work for:

- 1.
- 2.
- 3.
- 4.

Additional Information:

Is the student in foster care? Yes No

If yes, which agency? _____

Is the student receiving services from any other agencies? Yes No

If yes, which agency? _____

Is the student receiving outside counseling? Yes No

If yes, which agency? _____

Is the student involved with the courts? Yes No

If yes, which court? _____

Name of Probation Officer: _____

Is there suspicion of substance abuse? Yes No

Is there suspicion of prior or current physical abuse? Yes No

Is there suspicion of prior or current sexual abuse? Yes No

Does the student currently take medication:

Yes

No

If yes, please list medications and reason prescribed:

Support Services:

Summary of consultation provided to teacher(s):

Results:

Outside counseling provided to the student by:

Local school team members reviewing the compiled information packet:

Date of Review: _____

Parent/Guardian

Student

LEA Administrator

LEA Special Education Teacher

School Social Worker

LEA General Education Teacher

Other

Other

For Students Leaving a 24-Hour Residential Treatment Program

Student: _____ Grade: _____ Age: _____

The above student is being released from the following 24-hour residential treatment program:

Facility Name: _____

Contact Person: _____

Address: _____

Phone: _____

Summary of event(s) that resulted in 24-hour residential treatment program:

Include the following:

- Release plan/safety care plan from residential treatment program
- Educational records from the residential treatment program
- Prior placements/hospitalizations within the past 2 years
- Provide all available documentation from the required documentation list on pages 6-7

LEA will contact residential treatment program staff and, at a minimum, ask the Student Transfer Questionnaire on page 13.

Upon review of the data, the team recommends (choose one):

- There is reason to believe that the student may be successful in a less restrictive program within the local district and local school placement is recommended.

Suggested target behaviors for the next 30 school days:

- 1.
- 2.
- 3.

- There is reason to believe this student may be successful in a less restrictive program within the local district, but also requires a specialized classroom management program and partial day placement in the STEPS program is recommended.
- There is reason to believe that the student requires a specialized classroom management program and full day placement in the STEPS program is recommended.

For Transfer Students

Procedure:

1. Student arrives in your school and there is evidence that the student is eligible for special education under Emotionally Impaired and the student was previously enrolled in:
 - A) a self-contained EI program at the local school
 - B) a separate public school facility for students with severe emotional and/or behavioral difficulties, or
 - C) a 24-hour residential care facility
2. LEA contacts the student's previous school/placement, and at a minimum, asks the Transfer Student Questionnaire on page 12.
3. LEA completes a Request for Records form, obtain parent signature and send to previous placement. LEA will provide those records to HLC when received.
4. LEA provides all available documents from the Required Documentation List on page 5.
5. LEA provides the most recent IEP and MET to Huron Learning Center Principal.
6. Upon receipt of all documentation, the STEPS committee will review the information and contact the LEA to arrange for staffing that includes:
 - A) STEPS Committee
 - STEPS Supervisor
 - STEPS teacher
 - HISD EI TC
 - HLC SSW
 - B) LEA Committee (principal, SE teacher, SSW)
7. A staffing is conducted to review required documentation.
8. A thirty-day placement (Permission to Place) will be completed for one of the following:
 - A) local school placement
 - B) split placement in local school setting and STEPS
 - C) full day placement in STEPS

Transfer Student Questionnaire

Student: _____ DOB: _____ School: _____

Contact Person at Prior Setting: _____ Date: _____

1. Describe the type of program or facility this student attended.
2. What behaviors or incident led to that program/placement?
3. What were the student's concerning behaviors?
4. What was the frequency and intensity of those behaviors?
5. Was there a behavior plan in place? (Request a copy.)
6. Was that plan effective?
7. Was the student receiving any type of counseling or therapy services? Yes No If yes, describe:
8. Describe the student's academic and social functioning in the general education environment.
9. Have there been any transportation issues or concerns?
10. What was the parent(s) participation with the implementation of a behavior intervention plan?

Other Concerns: