

Dual Diagnosed Center Program Procedures

Operating Districts	Region(s) Served
Northville	Western
Southgate	Western and Downriver/Dearborn
Wayne-Westland	Portion of Western
Wyandotte	Downriver/Dearborn
Detroit	Eastern
Program Rule	
<p>Wayne RESA Criteria for Act 18 Reimbursement</p> <p>Wayne RESA has developed a unique program for students with cognitive impairment and severe emotional impairment. The programs use the criteria of 1 teacher and 2 instructional aides for a maximum of 8 students.</p>	
Program Description	
<ul style="list-style-type: none"> • Dual Diagnosed programs may include students at any level of cognitive impairment. • Students will require varied levels of supervision throughout adult life, but all can learn skills to maximize their level of independence. In addition, these students require intensive positive behavior support. • Core instruction is based on Dynamic Learning Maps. In addition, an integral part of the program is instruction in social skills. • Focus is on the development of positive behaviors, completing activities of daily living, enhanced quality of life, and maximizing personal effectiveness in a variety of educational and community environments. • Instructional methods include shaping and fading, opportunities for guided practice, and individualized reinforcement. Methods are highly structured, with schedules, routines, and opportunities for high levels of reinforcement in the shaping of skills. • Communication and access to the curriculum are enhanced through multiple modes of presentation and response, including visual, physical, verbal and assistive technology tools. • Unique features of the Dual Diagnosed program include: <ul style="list-style-type: none"> ○ intensive levels of functional behavior assessment and behavior intervention for students with a range of cognitive impairments ○ staff trained in crisis prevention and intervention ○ access to the expertise of a behavioral consultant ○ environment is designed to provide intervention and appropriate safety procedures for students engaged in severely disruptive and dangerous behaviors ○ emergency intervention team support 	

Entrance Criteria

The student is eligible for special education per both rule 340.1705 Cognitive Impairment and 340.1706 Emotional Impairment.

- In previous educational setting:
 - Classroom teacher receives assistance from a staff person with behavioral expertise in conducting Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), and conducting behavior reviews.
 - FBA is conducted and BIP is developed based upon the results of the FBA.
 - Summarized data (including graphs) on target behaviors and interventions is collected and reviewed at behavior review meetings. This data should be available to the operating district for review. Data reports should include a description of the student's response to intervention:
 - target behavior(s)
 - intervention effectiveness and fidelity of implementation
 - student's response to the intervention
 - At least three (3) monthly reviews must be held. These should include documentation that the BIP interventions have been implemented reliably and that necessary revisions/additions have been made to the BIP.
 - Minimum 50% of school day in a special education setting for 3-6 months.
- Exceptions to the above criteria may be considered due to the severity of behavior, extreme levels of disruptiveness, and/or the need for highly restrictive interventions.
- There are rare occasions when a student's needs are most appropriately met in a program inconsistent with their eligibility category. In these cases, the resident LEA/PSA and operating district must request a program deviation through Wayne RESA.
- Student's age is between 3-26 years old by December 1.

Referral Process

The following process will be implemented when a referral is made to a center program. This process from referral to placement determination may take up to 20 school days to complete once all information is provided to the operating program.

- The resident LEA/PSA initiates the referral process for a student by contacting the operating center program.
 - **Resident LEA/PSA Contact:** Special Education Director or Special Education Supervisor or Designee
 - **Operating District Contact:** Special Education Director or Special Education Supervisor or Designee
- Prior to completing a referral packet, the resident LEA/PSA is responsible for making contact with the parent to make sure that the parent is in agreement with the referral. A tour of the program may be offered.
- The resident LEA/PSA will provide the following documents to the operating center program. This information will enable the operating center to determine the appropriateness of the program for the student.

Required Records	Date of Record
• Release of information	
• Most recent IEP/IFSP, including transition plan if applicable	
• Most recent Review of Existing Education Data (REED)	
• Most recent MET and supporting reports listed below, as appropriate:	
○ Teacher Report	
○ Psychological Evaluation	
○ Social Work Report	
○ Speech Report	
○ Occupational Therapy Report	
○ Physical Therapy Report	
○ Medical Report/Doctor Notes, including prescribed medications	
○ Mental Health Reports/Psychiatric Reports	
○ ENT/Audiologist Report	
○ Vision Evaluation	
○ Orientation & Mobility Evaluation	
• Additional reports listed below, as applicable:	
○ Behavior Specialist Report	
○ FBA and BIP, with data summary charts	
○ Behavior Review Forms and Summarized Data (see WRESA Guidelines for Behavior Intervention)	
○ MDR/IAES	
○ Discipline Summary (MiStar)	
○ Transcripts	
○ Statewide Assessment reports	
○ Attendance Records	
○ Individualized Health Care Plan	
○ Prescription(s) for Related Services	
○ Consent for Medicaid	
○ Community Agency involvement	
• Referral Source Questionnaire (Optional)	
Enrollment Requirements	
• Proof of residency	
• Immunization records/waiver	
• Birth certificate	
• Other operating district registration requirements	
• Transportation needs	
• Proof of guardianship, if applicable	
• Homeless exemptions apply	

Process for Placement Determination

- **Review of Records:** The operating center program administrator or intake coordinator, will review documentation and contact the referring LEA/PSA representative.
- **Student Observation:** Arrangements will be made to conduct an on-site visit and observation of the prospective student in the current placement.
- **Preliminary Review:** A meeting will take place between the operating and resident LEA/PSA's staff to discuss appropriate options including placement recommendations.
- **Notification Process:** The operating center program notifies the resident LEA/PSA of the placement recommendation. If it is determined that the student's educational needs cannot be met in the operating center program, then the resident LEA/PSA will collaborate with the center program to explore other placement options.

Intake Process

- **Parent/Student Center Program Tour:** (Recommended) A representative from the resident LEA/PSA, in conjunction with the receiving center program, will contact the parent/guardian to arrange for the parent and student to visit the center program if not already conducted. It is recommended that a representative of the resident LEA/PSA accompany the parent/student on the tour.
- **IEPT Meeting:** The resident LEA/PSA is responsible to schedule the IEPT meeting in conjunction with the receiving center program. The resident LEA/PSA will bring the IEPT forms and current present level statement. The goals will be developed through collaboration between the sending and receiving teachers. The IEPT meeting will be held at the operating center program location. The offer of FAPE for the initial placement into the center program is made by the resident LEA/PSA. The operating district will verify that all enrollment requirements have been met.
- **Transportation:** It is the responsibility of the resident LEA/PSA to arrange and provide transportation in compliance with the IEP placement implementation date.

Lateral Transfers:

R340.1721b (5) of the MARSE requires that for "students with an IEP in effect at a previous public agency who transfer public agencies within the same school year, the new public agency shall immediately provide a free appropriate public education. A decision regarding implementation of an IEP in accordance with 34 CFR § 300.323 shall be made within 30 school days of enrollment".

Therefore, for students who are previously enrolled in a program consistent with one of the programs identified as a Wayne County Act 18 Center Program, the following lateral transfer procedures will be implemented:

- The resident LEA/PSA reviews existing records, including the most current IEP, and formally requests any additional records from the previous school district.
- The resident LEA/PSA contacts the director or designee of the operating center program.
- The operating center program may contact the previous school or district if additional information is needed.

- The resident LEA/PSA, in consultation with the operating center program, completes and signs the “Previous Enrollment Form” and the student is immediately placed in an “appropriate program” based on the presenting information.
- If the IEP is not being implemented as written, the center program is responsible to conduct an IEP within 30 school days.
- If a center program placement is delayed, the resident LEA/PSA is responsible for providing programs and/or services to the student pending placement in the center program.
- When prior records are unavailable, out of date, or the student is from out of state, the resident LEA/PSA in collaboration with the operating center program will conduct a REED and establish an evaluation plan. Upon completion of the evaluation and determination of eligibility, the resident LEA/PSA will conduct an IEP in collaboration with the center program if that continues to be an appropriate placement. During this process the resident LEA/PSA is responsible for providing programs and/or services to the student.
- It is the responsibility of the resident LEA/PSA to submit the student records required for enrollment and registration in the operating center program district.
- Both the resident LEA/PSA and operating district enrollment requirements must be fulfilled before the student may attend school. Homeless exemptions apply.

Exit Criteria

At each annual IEP meeting, the IEPT shall review the student’s present level, progress on IEP goals and objectives, and need for accommodations/modifications/supports and consider the appropriateness of the current center program placement and any LRE options.

Consideration of a change in placement includes collaboration between the operating center program, the resident LEA/PSA, and other center program if applicable. A behavior review meeting is conducted, including a review of the following:

- Current functional behavior assessment and behavior plan
- Summary of behavioral data in a variety of educational and community settings

When exiting the center program, the student meets at least one of the following criteria:

- Has reached age 26
- Has achieved IEP goals and objectives
- Has a change in eligibility
- Needs a change in placement as follows:
 - The IEPT determines the student’s needs would be more appropriately met in another setting/program as evidenced by such factors as:
 - success in the Dual Diagnosed program with a minimal need for restrictive interventions such as a crisis intervention plan and/or a reduced day
 - success in the Dual Diagnosed program with Positive Behavior Support Tier One or Two Behavior Interventions such as interventions based on simple functional behavior assessment and/or a check- in check- out system
 - a significant reduction in the severity and frequency of problem behaviors over a period of 4-6 months

- the acquisition of replacement behaviors and social skills in a variety of educational and community environments
- progress at expected rate in core instruction as identified by IEP goals and objectives
- o Transition to Work Skills center program
- The resident LEA/PSA agrees to the parent's request for the student's return to the resident LEA/PSA for a least restrictive/inclusion placement.

Exit Process

The following process will be implemented to exit the student from the center program:

- **Return information:** records similar to what is required in the referral process (see required records) will be provided to the receiving LEA/PSA/center program as part of the exit process.
- **Parent/student tour:** (recommended) a representative from the center program will contact the parent/guardian to arrange for the parent/student to visit the receiving program if not already conducted. It is recommended that a representative from the resident LEA/PSA accompany the parent/student on the tour.
- **IEPT meeting:** The center program is responsible to schedule the IEPT meeting in conjunction with the LEA/PSA/receiving center program. The center program will bring the IEPT forms and current present level statement. The goals and accommodations/modifications/supports will be developed through collaboration between the sending and receiving teachers. The IEPT meeting will be held at the receiving LEA/PSA or center program. The resident LEA/PSA makes the offer of FAPE.
- A written transition plan is required detailing the student's strengths, behavioral interventions that have proven effective, and the identification of a behavioral support staff member.
- Consideration should be given to a plan for collaboration and support from the center program on an "as needed" basis to assist throughout the transition process. (e.g. academic, adaptive, behavior, sensory).

Process for resolving placement disagreements:

- If the exit process results in a disagreement between the operating district, resident LEA/PSA and/or the proposed operating district, the team may request WRESA to assist with a resolution of the disagreement.