

MoCI Center Program Review Report

Operating Districts	Region(s) Served
Dearborn	Dearborn & Dearborn Hgts 7
Detroit	Detroit, Hamtramck, Highland Park
Grosse Pointe	Grosse Pointe, Harper Woods
Livonia	Western
Wyandotte	Downriver Districts

Program Rule

R 340.1739 Programs for students with moderate cognitive impairment.

Rule 39.

Programs for students with moderate cognitive impairment shall be operated as follows:

- (a) There shall be 1 teacher and 1 teacher aide for a maximum of 15 students.
- (b) There shall be 1 lead teacher and a maximum of 3 instructional aides for a maximum of 30 students, with not more than 10 students for each aide.

Referral Process

The following process will be followed when a referral is made to a center program. This process may take up to 2 – 4 weeks to complete once information is collected by Operating program.

The Resident district initiates the placement process for a student by contacting the Operating center program.

Resident District Contact: Special Education Director or Special Education Supervisor or Designee

Operating District Contact: Special Education Director or Special Education Supervisor or Designee

The Resident district 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	
• Most recent Review of Existing Education Data (REED)	
• Most recent MET* and supporting reports as appropriate	
○ Teacher Report	
○ Psychological Evaluation	
○ Social Work Report	
○ Speech Report	
○ Occupational Therapy Report	
○ Physical Therapy Report	

○ Behavior Specialist Report	
○ FBA: Behavior Intervention Plan	
○ Individualized Health Care Plan	
○ Medical Report/Doctor Notes	
○ Mental Health Reports/Psychiatric Reports	
○ ENT/Audiologist Report	
○ Vision Evaluation	
○ Orientation & Mobility Evaluation	
○ Prescription(s) for Related Services	
○ Discipline Summary (MiStar)	
● Referral Source Questionnaire (Optional)	
Enrollment Requirements	
● Immunization records/waiver	
● Birth Certificate	
● Other resident district registration requirements	
● Transportation Needs	
Center Program Placement Review	
	Date
<ul style="list-style-type: none"> ● Review of Records: The operating center program administrator or intake coordinator, will review documentation and contact the referring resident district representative. ● Student Observation: Arrangements will be made to conduct an on-site visit and observation of the prospective student in the home school/resident district. Staff may visit the center program to consider appropriateness of the placement for the student. ● Staffing: Placement recommendations ● Notification Process: The operating center notifies the resident district of placement recommendation 	

Center Program Intake Process	
	Date
<ul style="list-style-type: none"> ● Parent/Student Center Program Tour: A representative from the resident district will contact the parent/guardian to arrange the tour for the parent and student to visit the center program. It is recommended that a representative of the resident district accompany the parent/student on the tour. ● IEPT Meeting: The resident district is responsible to schedule the IEPT in conjunction with the receiving center program. The resident district will bring the IEPT forms and current Present Level statements. The IEPT will be held at the operating center program location. ● Final Steps for Enrollment: Operating center program enrollment requirements must be fulfilled before the student may attend the school. 	

Transportation is arranged by the resident district. Homeless exemptions apply. The start date is determined in the IEPT with coordination of districts.	
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Lateral Transfers

R340.1721b (5) Timelines is the MARSE regulation that directs the need to establish a consistent procedure to place students previously enrolled in a type of program identified as one of Wayne County's Act 18 center programs.

- Review of existing records by resident district.
- Resident district contacts director or designee of Operating center program.
- Operating district may contact previous school for information.
- Obtain a copy of the most current IEP, if available.
- When IEP is not available, place student in program according to presenting information.
- When IEP is available, review IEP content for program placement and support services.
- The Resident and Operating district, in consultation with each other, complete the "Previously Placed in Special Education" form.
- Student is immediately placed in "appropriate program". Consider necessary evaluations.
- District enrollment requirements must be fulfilled before the student may attend school. Homeless exemptions apply.
- When prior records are not available or student is from out of state, the Operating district will conduct a full evaluation.
- The Operating district hold conducts the IEP establishing programs and services determined to be appropriate.

Entrance Criteria

Student Characteristics

1. Have or function as if they have moderate cognitive impairments that severely impact the ability to generalize or transfer learning.
2. Moderate cognitive impairment is identified with Intelligence testing placing general intelligence 3 – 4.5 standard deviations below the mean (40 – 55 IQ range).
3. Adaptive behavior skills for communication, self-care, daily living, and social/leisure activities are below the 6th percentile ranking when compared to same age peers.
4. Academic skills are below the 6th percentile.

Anticipated Life Roles

The student is expected to achieve supported independence in adulthood. The student will require some supervision throughout adult life, but can learn skills to maximize independence.

Curriculum

Curricular needs are at or below the level of Supported Independence Extended Grade Level Expectations.

Core instruction in reading, math, and writing is at pre-academic to early academic levels of mastery.

Instruction

1. Direct instruction, in context, and targeted towards specific, essential independent living skills and basic academics.
2. Focus is on completing activities of daily living, enhanced quality of life, and maximizing personal effectiveness.
3. Independence is shaped with task-focused activities, prompts, and opportunities for guided practice.
4. Instructional strategies are highly structured, with schedules, routines, and opportunities for high levels of reinforcement in the shaping of skills.
5. Visual and picture cues are used to increase spoken and print vocabulary and to cue learning patterns.
6. Scaffolds to content areas are applied to functional living skills and social/adaptation areas.
7. Communication is enhanced with multiple modes of presentation and response, including visual, physical, verbal, and assistive technology tools.

Transition to Exit Criteria

The student meets at least one of the following criteria:

Reasons by Completion of Schooling

- Meet IEP Goals and Objectives
- Age 26

Reasons by Change in Placement

- Transition to Work Skill Center Program
- Team determines the student meets entrance criteria for SCI placement
- Team determines the student meets entrance criteria for placement with mild disabilities
- Team determines the student meets criteria for Dual Diagnosed placement

- Parent request for return to home district for least restrictive/inclusion placement

Transition to Exit Process

Reasons by Completion of Schooling

- IEP indicating student met requirements by attendance, curriculum, or age
- Transition Plan
- Summary of Performance

Reasons by Change in Placement

- **Notification:** The operating center program notifies the resident district of placement recommendation.
 - Resident District Contact: Director of Special Education
 - Operating Center Program Contact: Director of Special Education
- **Referral for Change of Center Program Placement:** The Resident district initiates the placement process for a student by contacting the operator of the new center program. See referral process for receiving center program.
 - (For example, a student is leaving MoCI to go to a different center program. The MOCI program operator contacts the resident district. The resident district will initiate the new center program to establish change in placement.)
 - **Or Referral for Return to Resident District:** The Resident district schedules an IEP, scheduled to coordinate appropriate transition activities. For example, completion of a semester, scheduling transportation, or as appropriate to benefit student adjustment to change.

(For example, the student is leaving MoCI to go to a program for mildly impaired student in the resident district. The resident district holds an IEP to define the educational plan.)

Refer to the Education Setting Technical Assistance from the MDE OSEEIS for supporting documents regarding the development of least restrictive educational programs and services.

Development of a Plan to Transition to the New Program: The coordination of the resident district, operating center program, local school program, and/or receiving instructional staff to arrange events that will support the student is an important component to support the change process for the student's benefit. *Examples of appropriate activities are listed:*

- *Optimal timing of change in the school year, ie, semesters, holidays.*
- *Phase in experiences, ie, partial days phasing into full day placement*
- *Visitations, tours, orientation meetings*
- *Peer to peer mentors*
- *Behavior plans*
- *Staff from center program go to receiving school with student*
- *Training of receiving instructional and non-instructional staff on medical, behavioral, communication, instructional needs, and anticipatory sets*