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**General Statement:**

Before a student's IEP Team considers an alternative placement to a special education program outside his/her resident district, the district staff will implement a Behavior Intervention Plan (BIP) from the current Functional Behavior Assessment (FBA), implementing strategies and interventions that would allow the student to be successful in their home school.

This is not always possible, as in the event of a safety violation, but IEP teams need to be diligent in exploring a variety of strategies and interventions.

**Student considerations:**

\*Newly identified students who are receiving special education services, should not be considered for alternative placement until or unless other documented interventions have been implemented and evaluated for effectiveness.

\*Students moving into a resident school district from an alternative school placement outside of Northland Special Education Cooperative (NSEC) should consider continued placement within an alternative setting at the Northland Learning Center (NLC).

\*NLC is open to students in K-12 programs within the NSEC.

**Intake Policy to the NLC:**

1. Notice of Team Meeting form completed and sent to parent/guardian and all team members. This is completed by resident district IEP manager.
  - a. Purpose of meeting: To discuss change of placement to NLC. Data needs to be collected to show need for change of placement to NLC.
  - b. Meeting held at resident school district with IEP team and a special education representative from the NLC.
  - c. Review the IEP and ER, which should reflect current due process information.
  - d. Functional Behavior Assessments (FBA) should have current information regarding student's behavioral needs.
    1. Data would include behavioral and academic interventions that have been outlined in either a behavior intervention plan (BIP) or an IEP.

2. Data would also include effectiveness of these interventions – has progress been made?
  3. If the IEP Team determines an alternative placement is necessary, a new IEP will be written for the NLC by the NLC staff and the due process (green file) will follow the student to the NLC.
2. Notice of Team Meeting form completed and sent to parent/guardian and all team members. Completed by NLC IEP manager.
    - a. Purpose of meeting: To write new IEP to reflect change of placement.
    - b. Meeting held at the NLC with new IEP Team members.
    - c. Review the IEP and ER, to determine how the NLC can best fit the needs of the student
    - d. Review the FBA
      1. Use of previous behavioral and academic interventions that have been outlined in either a (BIP) or an IEP to develop a new BIP to fit the needs of the student at the NLC program.
    - e. NLC enrollment forms (student/parent contact information, annual health survey, free/reduced lunch form, and student handbook includes Internet use agreement and signature for understanding of rules) will be completed.
  3. New IEP and Notice of Proposed Action or Denial (signature page) sent to parent/guardian with behavior information.
  4. Length of placement and progress towards goals is reviewed periodically by the NLC IEP Team to determine Least Restrictive Environment (LRE).

**Exit Policy from the NLC:**

1. Notice of Team Meeting form completed and sent to parent/guardian and IEP team members. This is completed by IEP manager.
  - a. Purpose of Meeting: To discuss change of placement back to resident district school. Data needs to be collected to show support for change of placement.
  - b. Meeting held at NLC with IEP Team and representative(s) from student’s resident district.
  - c. Review the IEP and ER, which should reflect current due process information.
  - d. FBA should also be current for student with behavioral needs.
    1. Data would include behavioral and academic interventions that have been outlined in either a behavior intervention plan (BIP) or an IEP.

2. Data would also include the effectiveness of these interventions – has progress been made?
  - e. If the IEP team determines full-time placement at the resident district is appropriate, a new IEP will be written for the resident district by the resident district staff.
  - f. If the IEP team determines a transition is necessary first (such as part time NLC/part time resident school) the IEP will be written by the NLC IEP manager.
  - g. The due process (green file) will follow the student from the NLC to the resident district.
  
2. Notice of Team Meeting form completed and sent to parents/guardian and IEP team members. This is completed by NLC IEP manager.
  - a. Purpose of meeting to discuss change in special education services to the resident district with data collected from the NLC supporting the change in service.
  - b. Meeting at the resident district with IEP team members.
  - c. Review the IEP and ER to determine how the resident district can best meet the needs of the student.
  - d. Review the FBA.
  - e. Review BIP, if there is one.
  
3. New IEP and Notice of Proposed Action or Denial (signature page) sent to parent/guardian.