

MESA UNIFIED SCHOOL DISTRICT

CHECKLIST FOR SPECIAL EDUCATION STUDENT TO RETURN FROM A FOCUS SCHOOL/ALTERNATIVE PROGRAM

Student Name _____ Date of Birth _____ Student # _____

Home School _____ Grade _____ Eligibility/Services _____

Case Manager/Phone Number _____ Current School _____

Once a student with an IEP has made significant academic/behavioral progress at a focus school/alternative program, that progress should be reviewed to effect a successful transition back to the student's home school. This checklist outlines the steps that must be followed when the possible transition of a student with an IEP back to their home school is being considered.

Note: For students in the GUS Program, each GUS site team will follow the phasing procedure for returning students to their home school. Contact the GUS coordinator for the form.

STEP 1: The case manager informs the focus school principal and parent/guardian that he/she would like to explore the possible transition of a student with an IEP back to their home school.

date/initials

STEP 2: The case manager sets up a meeting with the focus program demonstration teacher and focus school principal to review progress of a student being considered for transition back to their home school. Parent attendance is optional. The focus school principal advises the potential receiving school principal that a special education student is being considered for possible return to their campus.

date/initials

STEP 3: The case manager contacts the potential receiving team department chairperson or designee and the focus program demonstration teacher to invite them to a meeting at the focus school to develop an individualized Exit Criteria Contract. Their participation is not mandatory. The Exit Criteria Contract must be implemented for a minimum of four weeks and address:

date/initials

- a. attendance;
- b. progress on IEP annual, measurable goals;
- c. no major infractions resulting in discipline referral or suspension;
- d. passing grades in all classes and
- e. maintaining the highest level on Target System (on campus, where appropriate).

STEP 4: The case manager reviews the Exit Criteria Contract and, when appropriate, schedules an IEP review meeting to discuss transition back to the home school. This meeting must be held at least two weeks prior to the anticipated enrollment date at the home school. The purpose of the meeting is to address the following:

date/initials

- a. student's present levels of performance (academically and behaviorally);
- b. current behavior management plan;
- c. transition timeline;
- d. resources that will be in place prior to the student's return to the home school campus and
- e. possible consideration of phasing the student back to the home school for half days as part of the transition.

If the student **did not** successfully complete the Exit Criteria Contract, the case manager will inform the home school representative and parent/guardian that the pending transition back to their school is put on hold.

STEP 5: When the transition back to the home school is warranted, a Notice is completed that states that the student's return back to the home school will occur. The Notice also identifies necessary IEP modifications.

date/initials