



**Illinois
State Board of
Education**



A Road Map to Residential Placement

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Equity • Quality • Collaboration • Community

Today's Agenda

- Discuss the multitude of ways a student can be residentially placed.
- Outline IEP team considerations when making a residential placement determination.
- Deep dive into district responsibilities following a residential placement determination.
- Provide reminders and clarity about documentation requirements.
- Q&A – Use the QR Code!



The Road to Residential

What we wish it looked like ...



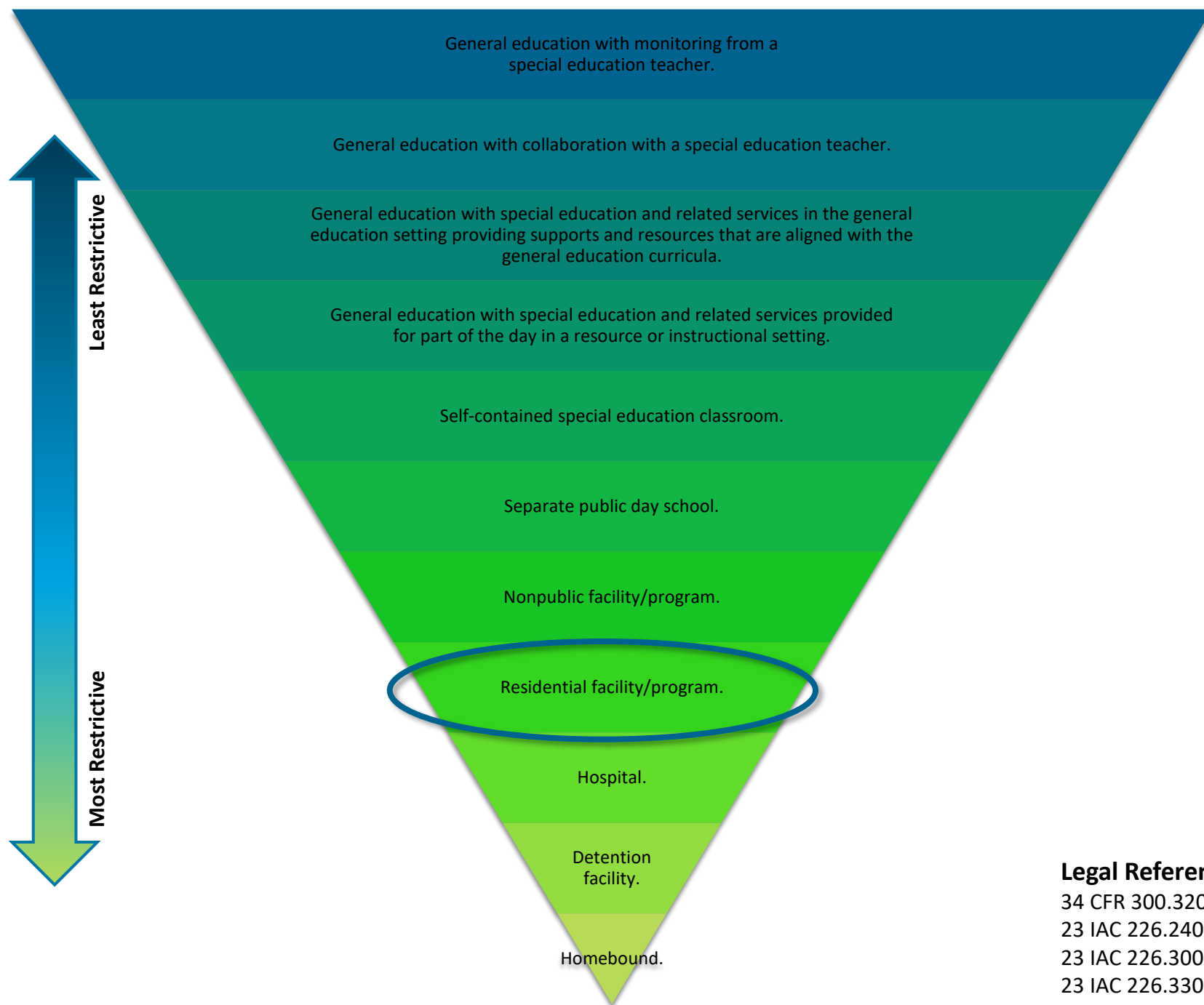
What it really looks like ...



Multiple Roads

- Department of Healthcare and Family Services (HFS)
 - Family Support Program (FSP) – *formerly Individual Care Grant (ICG)*
 - Interim relief
- Department of Human Services (DHS) waiver placement
- Department of Children & Family Services (DCFS) placement (not foster care)
- Illinois Department of Juvenile Justice (IDJJ) placement following detention
- Court-ordered placement
- Parent Pay/Insurance
- Educational Placement (Individualized Education Program [IEP] team decision)
- Educational Placement (hearing officer decision)
- Did we forget any?

NOTE: LEAs may have responsibilities associated with each of these placements.



Legal References:

34 CFR 300.320

23 IAC 226.240

23 IAC 226.300

23 IAC 226.330

Considerations – The What

- Data that suggests student is not making progress in their current educational environment.
- Placement changes, staffing changes, plan changes, related service changes have been attempted to no avail.
- Other agencies (both those identified by the parent and/or sourced by the district) are involved.

Considerations – The Why

- Wraparound services or 24/7 care due to functional needs.
- General safety awareness or lack of progress in gaining the skills needed to care for self.
- Difficulty safely transitioning between home and school environment.
- Student would benefit from intensive services not offered in a less restrictive environment (e.g., counseling, family therapy, trauma support, etc.).
- Medication management not offered by district.
- Frequent hospitalizations resulting in missing instruction (and potential change of placement).
- Outside agency involvement when resources have been exhausted.
- Student presents a danger to the physical well-being of themselves or to other students.

Considerations – The When

- There is no perfect timeline; however, using the considerations on previous slides:
 - Are the supports being provided above and beyond the scope of services?
 - Are those supports also failing and/or not sustainable?
 - Is the district openly communicating with all stakeholders (e.g., local team if outplaced, parents, collaborating with outside providers)?
 - Are progression/regression trends being monitored?

Considerations

- Making placement changes too late:
 - Additional days of behavior data.
 - Student may come to rely on supports that are not feasible/sustainable.
 - Supports that were previously successful may fail.
 - Loss of instructional days and/or learning.
 - Potential for additional hospitalization.
 - Potential for forced change of placement.
 - Wait lists can be six-nine months or longer.



Responsibilities – Outplaced Students

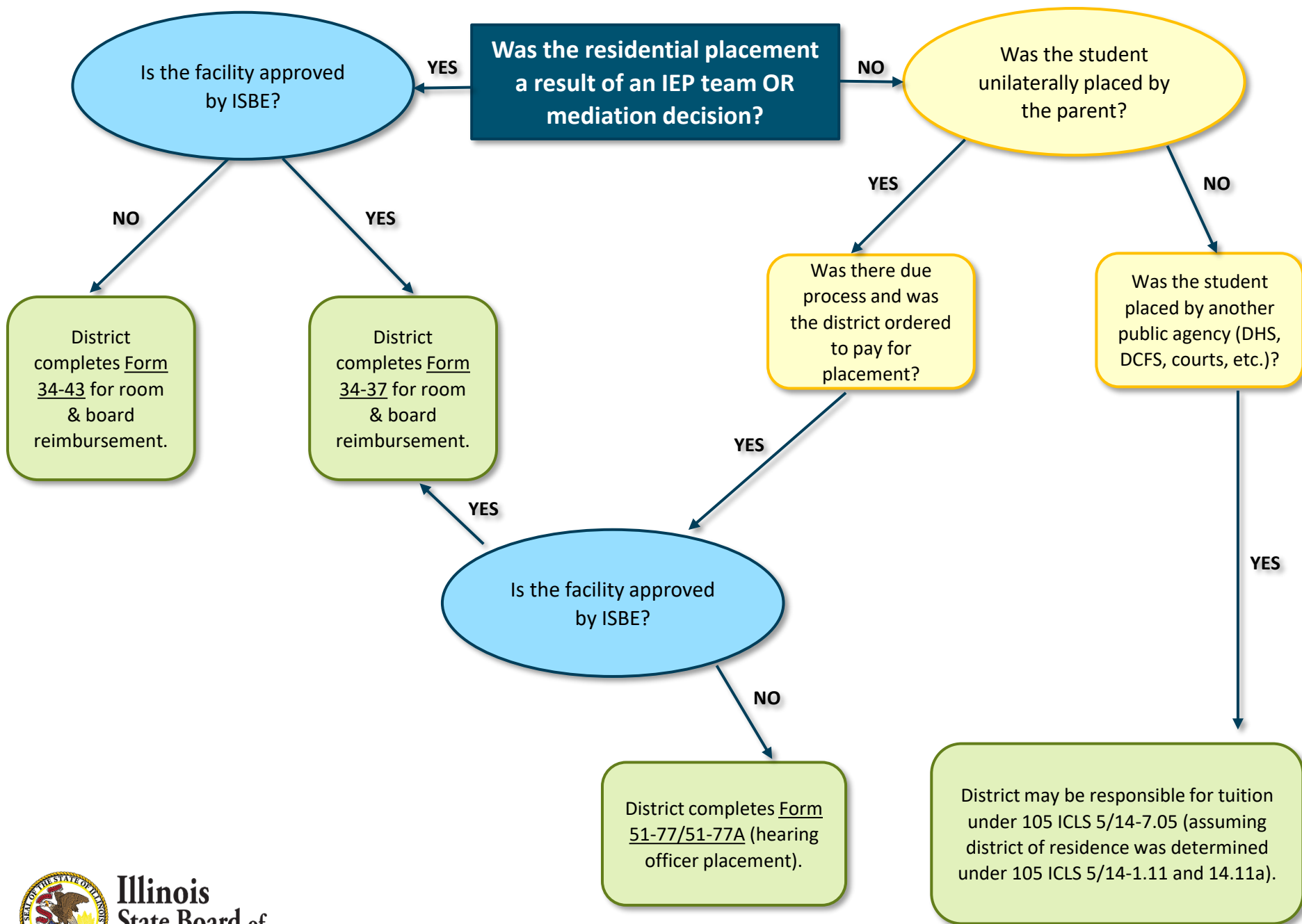
Nonpublic Private Facility

- Implement
- Coordinate
- Coordinate
- Develop curriculum, transcripts, and diplomas
- Coordinates state assessment testing

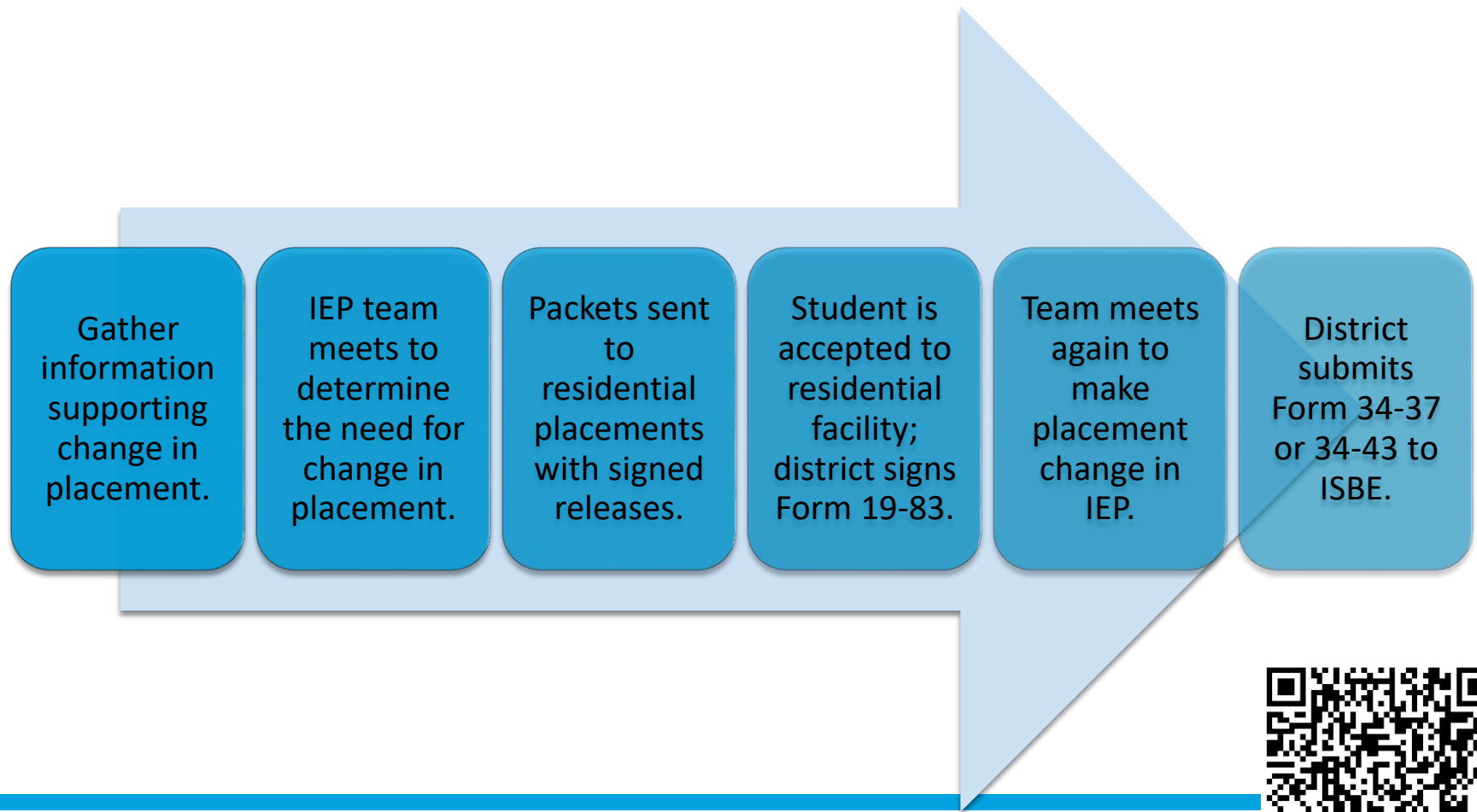
ICYMI:
Nonpublic has a presentation available
that outlines these responsibilities in
greater detail!

Responsibilities, cont.

- Residential placements are highly restrictive; since the school district remains financially responsible, it must be involved in all steps.
- Continuous communication with private special education providers is important with these students, who have changing needs.



Ideal Timeline



Documentation Considerations

Annual Review

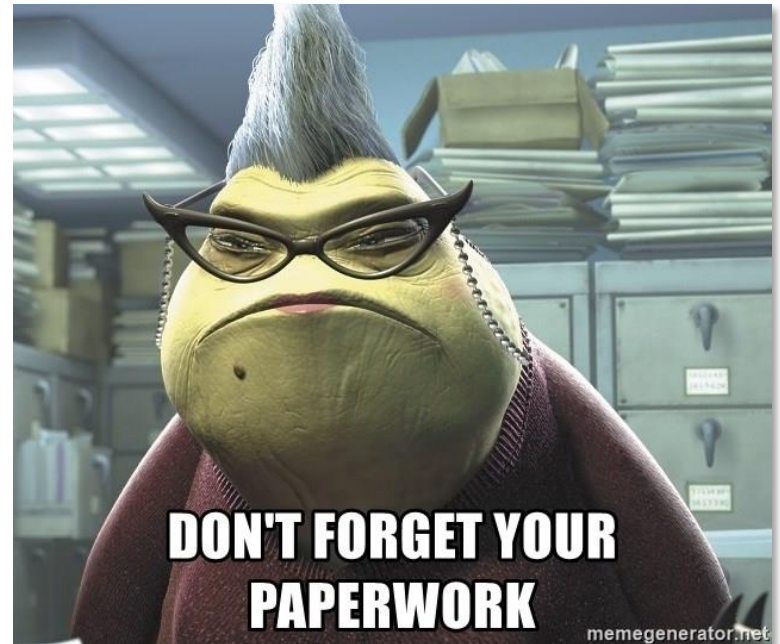
- If possible, complete annual review when making the placement determination

Eligibility

- Ensure student's documented eligibility reflects the district's plan for making referrals because ISBE-approved placements must be approved to serve the appropriate disability categories

Post-secondary Transition

- Other agencies involved in the IEP meeting should be documented when completing Forms 34-37/34-43 (more on this later)
- Consideration of needs related to transition and how this will help inform placement needs



Documentation Considerations

Transportation

- Required:
 - Initial trip to facility and trip home.
 - Trips any time the facility is temporarily closed.
 - One round trip home at mid-term break (or at another mutually agreed time).
 - Any time there is a need for diagnostic assessments.
 - If the parent wishes the child to be present for a due process hearing.
- Optional:
 - Transportation to encourage family contacts and/or reintegrate the student into the home/community.



Documentation Considerations

Transportation

- Emergencies – “serious illness of child or death or imminent danger to individual in the family”

- Medical supplies
- Detailed
- Lodging reimbursement

This **MUST** be documented in the TRANSPORTATION section of the IEP.



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Making the Referral



Give relevant information regarding the services sought in the new placement and how they are matched to the needs of the student.



Consider the date of the student's most recent evaluation/eligibility and if the current presentation matches the identified eligibility category.



Document all contact attempts as referrals are made. This information will be required for reimbursement in a non-ISBE approved placement.



In-State vs. Out-of-State Placements

105 ILCS 5/14-7.02(c)

“Prior to the placement of a child in an out-of-state special education residential facility, the school district must refer to the child or the child’s parent or guardian *the option* to place the child in a special education residential facility located within this state, if any, that provides treatment and services comparable to those provided by the out-of-state special education facility.”



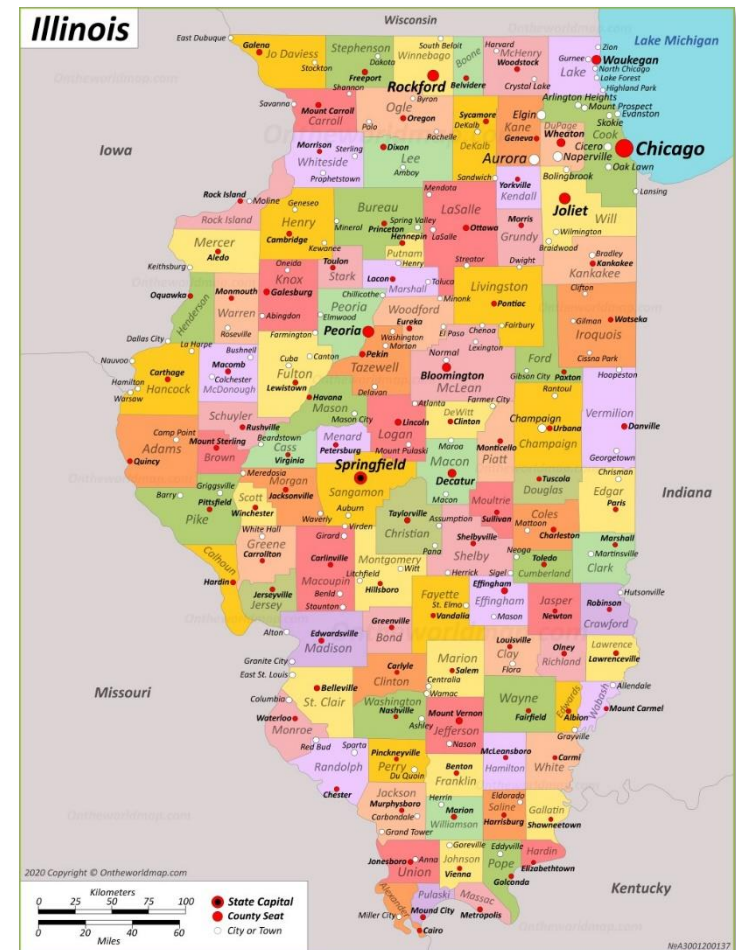
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- Districts do not need to exhaust in-state placements before moving to out-of-state referrals.
- Important to have clear and transparent conversations with parent(s)/guardian(s) early on.
- Make referrals to both in-state and out-of-state placements simultaneously if the student’s parent(s)/guardian(s) agree to this.
- Must be reviewed annually.
- HOWEVER, you *must* exhaust *all* in-state and out-of-state placements prior to placing a student in a non-ISBE approved facility per 105 ILCS 5/14-7.02(e)(5).



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Residential Placement Support

How ISBE Can Support

- Run searches for you with a variety of filters on Private Facilities Search.
- Review placement documentation for guidance to assist with referral success.
- Review sample documentation for approval of reimbursement*.
- Provide previous documentation submitted with Form 34-37.
- Provide updates about waitlists/timelines if known for approved providers.
- Provide contact information and ideas for building network of support.

What ISBE Cannot Support

- Make a determination about a student's least restrictive environment (LRE).
- Make referrals or send packets to residential facilities.
- Make calls to intake coordinators asking for availability.
- Endorse, recommend, or provide regulatory guidance to non-approved providers.



Forms 34-37 & 34-43

Form 34-37 (Approved by ISBE)

- Identifying information.
- Information about prior placements, services that are provided and services requested, and outside agency involvement.
- Narrative summary detailing the student's current educational performance, relevant history, and outlining the need for residential placement.
- A plan of regular (e.g., monthly) activities completed toward reintegrating the student back to less restrictive environment.

34-43 (Not Approved by ISBE)

- All requirements of Form 34-37 AND ...
- Documentation of “good faith effort.”
- Satisfactory proof that the facility demonstrates appropriate certification of teachers for student population, age-appropriate curriculum, enrollment and attendance data, and ability to provide services outlined in IEP.
- Proof that they are themselves an educational entity that is providing the special education services.
- School and/or residential calendars.
- Contact information for facility administrators.



Reintegration Plans

- These plans should be highly individualized and include **regular** contacts (e.g., monthly).
- Visits to campus by family and back to school by student.
- Family therapy.
- Consider a slow reintegration in cooperation with facility (e.g., trial visits home).
- Programming, supports, and community involvement at residential placement can be what is bringing them closer to an LRE.
- Should include anything related to postsecondary transition, where appropriate.
- Formal/informal meetings and formal/informal communication between district and facility.
- Monthly attendance and billing and related clerical tasks are not a reintegration plan.



Closing Thoughts & Time for Questions





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THANK YOU!

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