

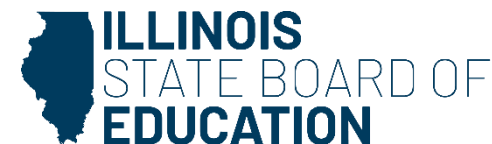
Yours, Mine, and Ours:

Collaborative Responsibility to Students



Speakers

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Agenda

FBAAs/BIPs

Termination of Student Placement

Provision of Related Services

Transportation

Agenda

IEP Meetings

Implementation of Student IEPs

Frequent Topics of Communication

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FBAs and BIPs-District vs Nonpublic Responsibilities

- Nonpublic Program
 - In the event a student is placed at a nonpublic facility and already has a BIP, the nonpublic is responsible for implementing the BIP as written.
 - In collaboration with the district, the nonpublic will assist with development of BIP.
 - Use of data and observations from the nonpublic placement.
 - District staff may observe and provide feedback to assist.

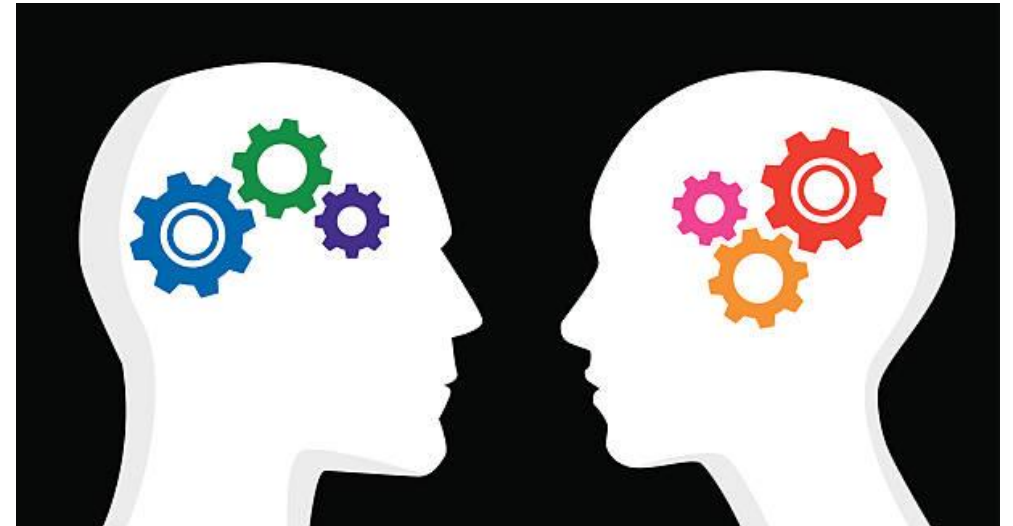
FBA and BIPs-District vs Nonpublic Responsibilities

- Contracting Public School District
 - In many (but not all) cases, an FBA will have been completed, and a BIP will be in place for a student being referred to a nonpublic.
 - Prior to nonpublic enrollment, all supporting documentation justifying placement in a nonpublic facility should be compiled by the district, this includes an FBA and BIP if applicable.
 - Once a student is enrolled in a nonpublic facility, the nonpublic is the one that has more day-to-day experience with behaviors and should be maintaining data and progress notes.
 - However, the district should remain up to date with any changes and, ultimately, aid in any updates during annual Individualized Education Program (IEP) meetings.

FBA and BIPs-Best Practices for Collaboration

Scenario:

Student at home school has a BIP to help minimize missed instructional time. The IEP team meets and decides that a change of placement is necessary to provide FAPE. Student is accepted into nonpublic school after change of placement is made to O8. The FBA shows the main reasons for missed time are sleeping and anxiety. BIP data show tremendous results in the first year at nonpublic school placement. Student goes from missing thousands of minutes a week to almost no missed instructional time. Family wants the student to transition back to home school. What are the next steps for the serving school and what are the next steps for the home school?



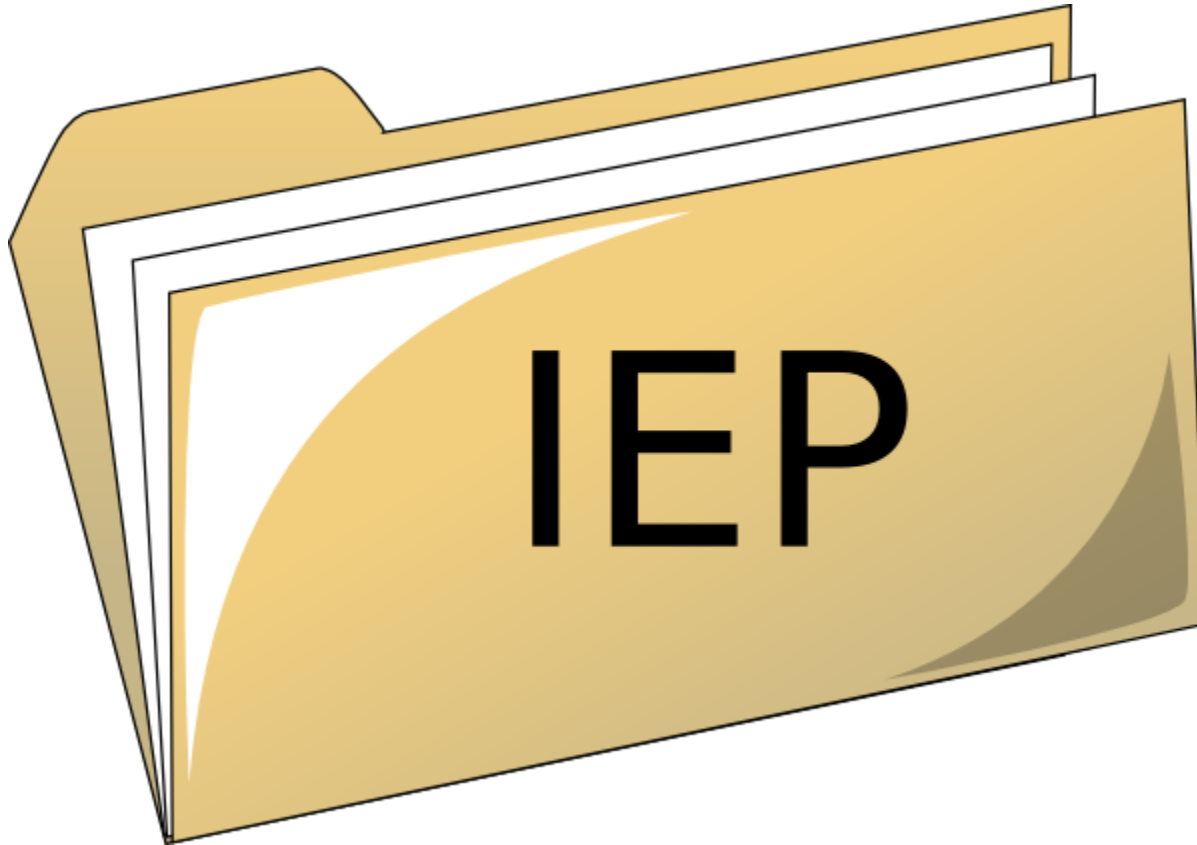
Termination of Student Placement-

District vs Nonpublic Responsibilities



- Nonpublic Program
 - Must request an IEP meeting from the contracting school district prior to termination of student placement (even in the event of immediate termination).
 - Must provide written notice to the contracting school district at least 20 business days before the date of termination unless the health and safety of any student are endangered.
 - Must provide written notice to the contracting school district, even in the event of immediate termination of student placement.
 - Written notice must include detailed reasons for termination and any action taken to address the reason(s) for the termination.

Termination of Student Placement- District vs Nonpublic Responsibilities



- Contracting School District
 - Promptly respond to request for IEP meeting from nonpublic program.
 - District representative must attend IEP meeting to discuss potential need for termination of placement.
 - Upon receipt of notification from nonpublic program, begin securing a new placement for the student.
 - Ensure student's IEP is up to date and includes most recent pertinent data prior to placement at new nonpublic program.

Termination of Student Placement -Best Practices for Collaboration

Scenario:

A middle school student, in a nonpublic placement, is intensifying in aggression toward staff. The nonpublic school is needing to utilize physical restraint more frequently and are concerned because he has grown significantly and it is becoming increasingly difficult to use physical restraint safely. How do the nonpublic and district collaborate to best handle this situation and meet the needs of the student?

This student continues to escalate in aggression toward staff to the point staff injury.

What are the next steps for the district and the nonpublic?



Provision of Related Services-

District vs Nonpublic Program Responsibilities

- Nonpublic Program
 - Implement the IEP as written, including all related services.
 - Maintain related services logs.
 - A nonpublic program **may not** request that a specific related service be removed from a student's IEP because the program does not offer that service.
 - Options for providing services:
 - Internal staff providers
 - Contracting with third party agencies
 - Contracting with the placing public school district



Provision of Related Services-

District vs Nonpublic Program Responsibilities

- Contracting School District
 - In certain cases, if a specific required related service is unable to be provided by the nonpublic, the contracting school district can provide that related service.
 - Common examples include related services for:
 - Hearing impairment
 - Vision impairment
 - Orthopedic impairment
 - Nursing



Provision of Related Services-Best Practices for Collaboration



Scenario:

Student is currently in an 08-day school placement with a primary disability under developmental delay. This student transfers into a new district and must change schools. Student has weekly minutes for vision services. Nonpublic school in the area is a good fit, but does not have a vision itinerant. How will the district and nonpublic collaborate to meet this student's needs?

Transportation-District vs Nonpublic Program Responsibilities

- Nonpublic Program

- Transportation locations shall be scheduled in a way that the students health and ability to relate to the educational experience are not adversely affected (if nonpublic provides transportation).
- Safe locations should be set up that incorporate drop off and pick up procedures.
- Modes of travel should be noted in the IEP.
- Facilities should communicate any transportation challenges with the placing school district and attempt to remediate issues that
- Section 226.750 Additional Services



Transportation-District vs Nonpublic Program Responsibilities

- Contracting School District

- Each student who is eligible for special education may be eligible for special transportation as determined by the IEP team.
- Each placing public school district shall be responsible for providing transportation to and from the nonpublic facility.
- Arrival and departure shall ensure a full instructional day is provided.
- Every effort should be made to limit total travel time is not more than one hour each way.
- Section 226.750 Additional Services



Transportation-Best Practices for Collaboration

- Both the placing district and the nonpublic facility should do everything possible to make sure the transportation provided to the student is consistent and positive.
- Be cognizant of any change of residence or change in guardianship that may occur.
- Document any changes that occur or specialized equipment that is required in IEP.
- Provide training to transportation staff as requested by the district.



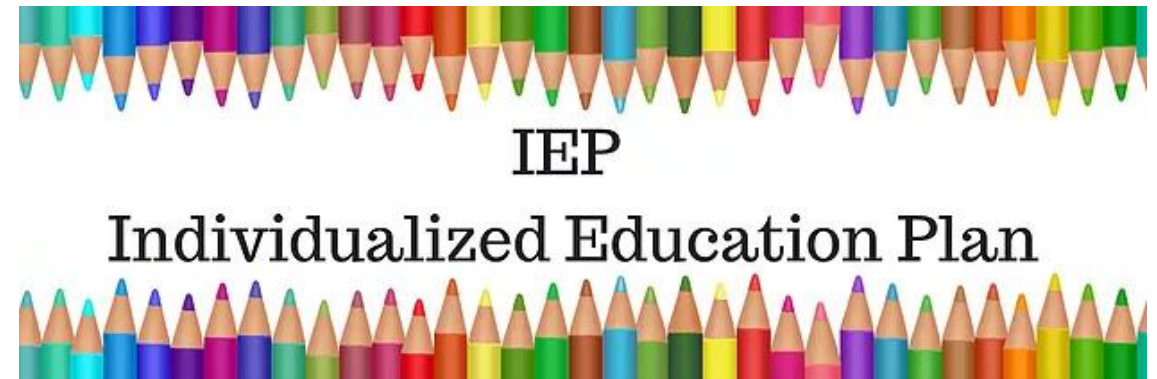
Transportation-Best Practices for Collaboration

Scenario:

Student rides district provided school bus to placement. Bus ride is approximately 45 minutes from pick up to drop off. Student rides the bus with 7 other students going to 3 other schools in the same town. The family does not want student in a harness and the student is old enough to know how to get out of harness. Student routinely swears at students and staff, unprovoked. Student routinely stands up on the bus, crawls over seats, and walks in the aisle. Bus has had to pull over to a safe spot routinely when the student is at risk of harm to self, staff, or others. When the bus is pulled over, the student escalates behavior, puts windows down and swears at people walking or driving by the bus. Police have been involved to de-escalate, parents have come to the bus to de-escalate. Bus route has been shortened so this student is picked up last and dropped off first, but behaviors persist. Other students on the bus are routinely showing up to placement emotionally dysregulated. In addition, all students are showing up to school late, routinely. What are the next steps for the serving school and the home school?

IEP Meetings-District vs Nonpublic Program Responsibilities

- Nonpublic Program
 - Work with contracting school district to identify a mutually agreeable time for all IEP team members to hold the IEP meeting.
 - Assist with completion of draft IEP (provide data, information for present levels, etc.)
 - Ensure progress reports are up-to-date.
 - Provide copies of service logs as needed.
 - Ensure pertinent nonpublic staff attend the IEP meeting and are collaborative team members.



IEP Meetings-District vs Nonpublic Program Responsibilities

- Contracting School District
 - Scheduling IEP meeting and sending notice of conference.
 - Send draft copy of IEP no less than 3 school days prior to the scheduled meeting.
 - Ensure district representative is present at IEP meeting.
 - IEP paperwork and finalization.
 - Providing finalized IEP to nonpublic facility and parent/guardians.



IEP Meetings-Best Practices for Collaboration



Scenario:

Student moves into the district with an IEP placement of 08. District contacts a local nonpublic placement and it is determined to be a good fit. However, it is discovered that there are a few sections of the IEP that are not completed including an FBA/BIP. How does the district respond? How does the nonpublic school respond?

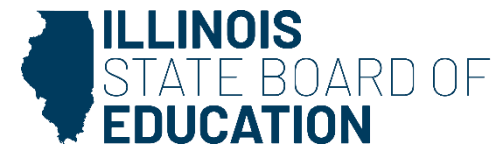
Implementation of Student IEPs- District vs Nonpublic Program Responsibilities



- Nonpublic Program
 - Implement the IEP as written, including all related services.
 - Maintain related services logs.
 - Update progress reports.
 - Send copies of progress reports to both contracting district and parent/guardians.
 - Progress reports should be sent according to the schedule indicated in the child's IEP, and at least as often as report cards are sent.

District vs Nonpublic Program Responsibilities

- The IEP remains the responsibility of the contracting district. The district must ensure that the student is receiving the minutes of service written in the IEP.



Implementation of Student IEPs-Best Practices for Collaboration

Best Practices for Collaboration

1. 45-day check in meeting should happen after intake meeting
2. Regular check in from home school to family at progress report time to answer family questions
3. Regular communication from homeschool to serving school when concerns are brought
4. Parents want to know that the home school is still invested in their child, regular check-in is paramount.



Frequent Topics of Communication- Attendance

- **District vs Nonpublic Program Responsibilities**
 - Each facility shall maintain attendance records for all students.
 - All student attendance should be reported to the public school district by the 15th of each month for the preceding month.
 - The facility is required to notify the school district after five consecutive days of absence.
 - Attendance records shall be retained as long as the student is at the facility.



Frequent Topics of Communication: Attendance

Best Practices for Collaboration

1. At intake meeting, the IEP team should be made aware of the district attendance policies & nonpublic response to attendance.
 - In the State of Illinois, students 6-17 years old are required by law to attend school daily. According to the State Board of Education chronic absenteeism is defined as those students who have missed 10% out of the last 180 school days.
 - Share specific district expectations including potential truancy referral and when that would occur.
2. Nonpublic sends attendance records of all students, at least, monthly.
3. Nonpublic has a system of contact for students missing school regularly.
4. IEP meeting may be called to address attendance collaboratively.

Frequent Topics of Communication- Progress Reports

- **District vs Nonpublic Program Responsibilities**
 - The nonpublic is responsible for collecting and reporting data to parents and the district for as long as a student is at that facility.
 - The district should attend all relevant meetings to review progress (annual IEP, evaluation, etc.).
- **Best Practices for Collaboration**
 - Quarterly updates on goals.
 - District should attend all relevant meetings.
 - Accountability on both sides for data collection and reporting.



Frequent Topics of Communication-

Behavior/Restraint and Timeout



- **District vs Nonpublic Program Responsibilities**

- Nonpublic and contracting district should collaborate on the FBA/BIP process.
- Nonpublic is responsible for implementing any behavior or safety plan.
- Nonpublic is responsible for communicating discipline information to contracting districts and parents/guardians.
- Nonpublic is responsible for all restraint and timeout reporting requirements.

- **Best Practices for Collaboration**

Scenario:

A middle school student, in a nonpublic placement, is intensifying in aggression toward staff. The nonpublic school is needing to utilize physical restraint more frequently and are concerned because he has grown significantly and it is becoming increasingly difficult to use physical restraint safely. How do the nonpublic and district collaborate to best handle this situation and meet the needs of the student?

Questions

