



Illinois State Board of Education

January 2019
Non-Regulatory Guidance

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

*This document is intended to provide non-regulatory guidance on the subject matter listed above.
For specific questions, please contact the person(s) identified in the document.*

Tony Smith, Ph.D., State Superintendent

Printed by AFL-CIO (AFSCME Local #288 and IFSOE Local #3236) Employees

TABLE OF CONTENTS

<i>Overview</i>	<i>Page</i>
1. Background	2
2. Purpose	2
3. Subpart A: Application for Eligibility	3
a. 401.2 Regulatory Intent	3
b. 401.5 Definitions	3
c. 401.10 Application for Eligibility	3-4
d. 401.20 Notification Requirements	4-5
e. 401.30 Changes in Approval Status	6-7
f. Note on Limited Approval	7-8
4. Subpart B: Placement and Education of Students	9
a. 401.110 Use by School Districts	9
b. 401.120 Placement Procedures	9
c. 401.130 Operating Schedule	9
d. 401.140 Provision of Educational Program	9
5. Subpart C: Operational Requirements	10
a. 401.220 Health and Safety	10
b. 401.230 Student Progress Reports and Reviews	10
c. 401.240 Staffing Requirements	10
d. 401.250 Staff Training	10
e. 401.260 Staff Records	10-11
f. 401.270 Student Records	11
g. 401.280 Fiscal Provisions	11
6. Frequently Asked Questions	12-24
7. Exhibit A: District vs. Nonpublic Responsibility Chart	24
8. Exhibit B: Reimbursement	25-27
9. Exhibit C: Resources and Related Regulation and Laws	28

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

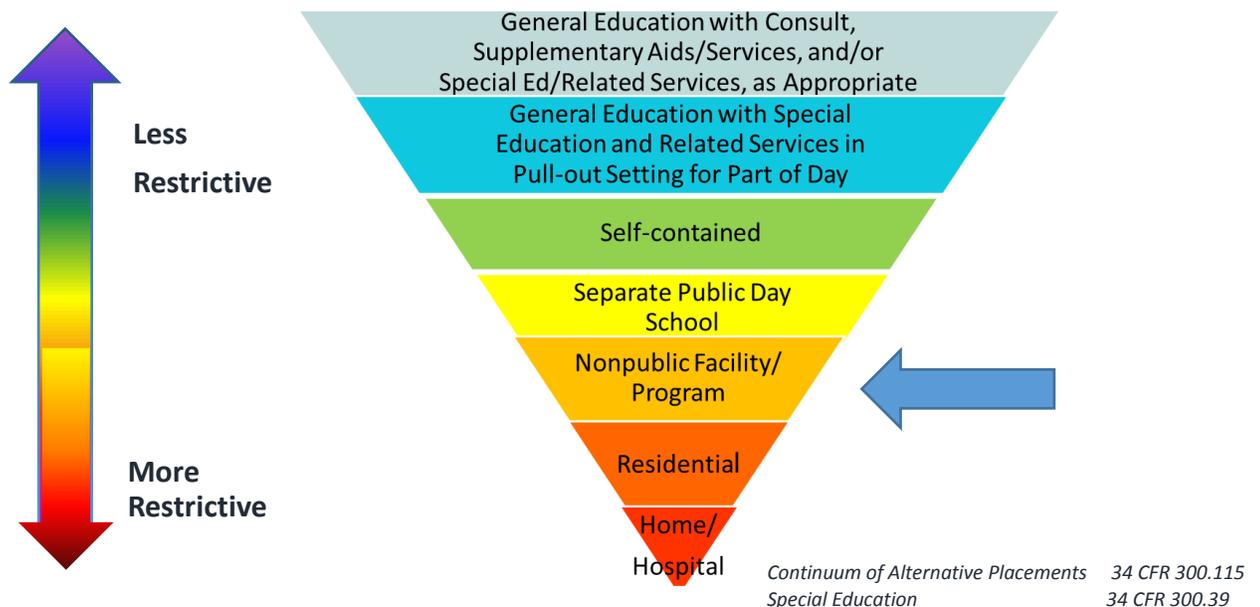
BACKGROUND

In December 2017, the Illinois State Board of Education (ISBE) approved proposed amendments made to Part 401 of the Illinois Administrative Code, and the proposed rules were later considered without objection at the March 13, 2018, Joint Commission on Administrative Rulemaking meeting.

The amended rules went into effect as of March 21, 2018, and were published in the Illinois Register on April 6, 2018.

PURPOSE

A nonpublic special education facility/program is an appropriate option, explored by an Individualized Education Program (IEP) team when it has been determined that no less restrictive setting on the continuum of alternative placements is appropriate within the home district to meet the student's needs.¹



This document is designed as a tool for approved nonpublic special education providers and Illinois public school districts looking to place, or those that have already placed, Illinois public school students with approved nonpublic special education providers.

The intent is to provide clarity regarding expectations prescribed in 23 Illinois Administrative Code 401 Special Education Facilities under Section 14-7.02 of the School Code, and to assist districts and providers in being in compliance with state and federal laws and regulations.

Beyond this guidance document, ISBE encourages you to become familiar with the amendments, which can be found at [Part 401 Rules with Documentation of the Changes to the Rules](#).

¹ 23 Ill. Adm. Code 401.2 Regulatory Intent

SUBPART A: APPLICATION FOR ELIGIBILITY

Quick Reference of Changes

SECTION	GUIDANCE TOPICS
401.2 Regulatory Intent (Addition)	Clarifies that a Part 401 provider is an option for the provision of special education academic services for a student when a student’s IEP team determines that the student’s needs cannot be met within the Illinois public school district.
401.5 Definitions (Additions and Amendments)	<p>Additions:</p> <ul style="list-style-type: none"> • Business Day = Monday – Friday, except Federal and State holidays. • IEP Team = 34 C.F.R. 300.23. • Imminent Danger = Endangerment or threat to student(s) life and/or health; immediate risk of great harm. • Individual Student Aide = 23 Ill. Admin. Code. 226.860. • Paraprofessional Educator or Paraprofessional = 23 Ill. Admin. Code. 226.860. • Programmatic Outcomes = Goals established by a program to measure its effectiveness and to demonstrate improvement. • School Code = 105 ILCS 5 et seq. <p>Amendments:</p> <ul style="list-style-type: none"> • Combination Program = Educational and Residential. • Educational Program = Provides special education and related services intended for specific population of students. • Facility = Location. • Professional Staff = Licensed in accordance with 23 Ill. Admin. Code 25, or 23 Ill. Admin. Code. 226.800 or Section 401.240. Out-of-state facilities to provide evidence of professional licensure/certification granted by their respective state licensing agencies for all employed personnel, and it must be comparable to those of Illinois personnel established by regulation and/or law. • Program = Educational and/or residential services.
401.10 Application for Eligibility (Additions and Amendments)	<p>Additions:</p> <ul style="list-style-type: none"> • 401.10(a)(1)(B)(E) An application for initial approval must include: <ul style="list-style-type: none"> ○ Purpose and scope of provider and the specific program = the “why” and “how;”² and ○ Program’s philosophy and methodology for reintegration = the framework and systematic planning process and resources to be utilized.

² Submission of program Purpose and Scope was previously required, however, was located in a different section of the application. The amendment to include this description in the written program description solely relocates this information within the application.

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

	<ul style="list-style-type: none"> • 401.10(a)(6) Facilities offering a residential component and located in Illinois must now submit evidence of the facility’s current licensure or approval by the responsible agency of Illinois government (<i>e.g., Department of Children and Family Services, Department of Human Services, etc.</i>). • 401.10(a)(7) Facilities located out-of-state must now submit evidence of the facility’s current educational and residential licensure, certification or approval to operate its respective educational and/or residential program in the state in which it is located, by the requisite state agency. • 401.10(a)(10) Starting with the 2019-2020 school year, prospective and current providers utilizing disciplinary or behavioral techniques, and/or interventions prohibited in Illinois, will not be eligible for approval/continued approval with Illinois (see FAQ below for additional clarification). • 401.10(b) Initial applicants for an educational or combination program must attend/complete an orientation³ hosted by ISBE prior to a final determination being made on the application. Existing providers with no findings documented in the last five years of existence are exempt. • 401.10(d)(2) All program changes/additions must be approved by the State Superintendent <i>prior to</i> the change and/or addition being made in practice. This includes, but is not limited to, disability categories, services, age ranges served, or changes in location. <p>Amendments:</p> <ul style="list-style-type: none"> • 401.10 Clarifies that an approved nonpublic special education provider shall provide a highly specialized restrictive option for districts to use. • 401.10(a)(3) Clarifies calendar requirements for the regular and extended school year. • 401.10(a)(5) Statement of Assurance now listed in this subsection. • 401.10(e) Initial applications not meeting Part 401’s requirements will no longer be immediately denied with an opportunity to appeal the decision. Instead, they will be provided a “Notice of Deficiency” outlining areas to remediate within one-year from the date of the Notice. If within one year the areas of deficiency have not been remediated, the provider shall receive a denial of its application. • 401.10(f)(2) Renewal application submissions are due to the program’s assigned Principal Consultant by March 15 of the year of renewal. Renewal is granted for two years with the exception of a new program operated by an existing provider, which will be renewed in the same year as the existing program.
<p>401.20 Notification</p>	<p>Amendments:</p> <ul style="list-style-type: none"> • 401.20(a)

³ As of the date of publishing this document, the State Board has not yet finalized the orientation. However, currently during the course of initial site visits, ISBE Principal Consultants are reviewing Part 401 in its entirety with providers to ensure their understanding around compliance. Once the orientation has been finalized, ISBE will notify all providers where it can be accessed.

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

Requirements (Amendments)	<ul style="list-style-type: none">○ Written notification to ISBE and each public school district with existing contracts must be received at least 40 business days prior to: a cease in operations, move to a new location, or discontinuation of any of the facility’s approved programs.○ Written notification to ISBE outlining any change in administration, and number/type/duties/licensure of professional staff must be received within 40 business days following the change.● 401.20(b)<ul style="list-style-type: none">○ Written notification to ISBE must be received within five business days after a change in fire regulation compliance, licensure to operate a residential program, licensure to operate an educational program, or number/type/duties/licensure of professional staff affecting program compliance.<ul style="list-style-type: none">▪ When a staff position remains vacant, written notification to ISBE and each public school district with existing contracts must be provided after 20 business days and again after 40 business days if unfilled.▪ A termination of student placement decision must be provided in written notification to the public school district at least 20 business days prior to the effective date, including reasons for termination.● Note: Written notification to ISBE must include a letter on program letterhead and handwritten adjustments to the application submitted electronically to the assigned Principal Consultant in the above outlined timeframes.⁴
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⁴ Part 401.20 requires that notification be provided to the State Superintendent. Please note that notification provided to/directed at the assigned Principal Consultant is an acceptable method of notification.

Section 401.30: Changes in Approval Status

(AMENDMENT) APPROVED WITH ADMINISTRATIVE REVIEW

- Status is assigned when:
 - An instance of noncompliance is noted, but it does not substantially affect the safety of, or provision of appropriate education to, enrolled students.
- Provider’s Duties:
 - Submit progress reports every **20 business days** for up to **80 business days** to the assigned Principal Consultant in the above outlined timeframes.⁵
- ISBE’s Duties:
 - Outline areas of noncompliance in a written report with corrective actions and timeline to remedy.
 - Restore back to **APPROVED** if remedied OR allot a status of **PENDING FURTHER REVIEW** if there is a failure to correct instances of noncompliance.

(AMENDMENT) PENDING FURTHER REVIEW

- Status is assigned when:
 - Noncompliance with one or more requirements that *may* substantially affect the safety of or provision of appropriate education to students is noted, but that does not constitute imminent danger; or
 - Recurrent instances of minor noncompliance.
- Provider’s Duties:
 - Shall not accept new students.
 - Submit progress reports every **10 business days** for up to **40 business days**.
- ISBE’s Duties:
 - Determines that the provider has failed to correct the instances of noncompliance within the time allotted.
- Status Change:
 - If ALL instances are corrected within the appropriate timeframe, the provider will be reinstated to **APPROVED**.
 - If instances of noncompliance potentially affecting safety or provision of services are remediated, but not the minor areas of noncompliance, the provider will be assigned a status of **APPROVED WITH ADMINISTRATIVE REVIEW**.
 - If neither instances of noncompliance potentially affecting safety or provision of services NOR the minor areas of noncompliance are remediated, the provider will be assigned a status of **NONAPPROVED**.

⁵ Part 401.30 also requires that notification be provided to the State Superintendent. Please note that notification provided to/directed at the assigned Principal Consultant is an acceptable method of notification.

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

(AMENDMENT) NONAPPROVED

- Status is assigned when:
 - Program was previously **APPROVED WITH ADMINISTRATIVE REVIEW** or **PENDING FURTHER REVIEW** and the program exhibits substantial and/or recurrent instances of noncompliance; OR
 - Program may receive this status without other statuses having been previously assigned **IF**
 - The instances of noncompliance present imminent danger⁶ to the students **OR**
 - Provider has unilaterally and intentionally ceased providing appropriate education pursuant to its contracts.
- Provider's Duties:
 - Respond to the Opportunity for Hearing within **10 business days** of receiving both the request and the Notice of **NONAPPROVAL**.
- ISBE's Duties:
 - Send provider Notice of **NONAPPROVAL** and Opportunity for Hearing.
 - Notify contracting school districts of the **NONAPPROVAL** Status determination.
 - If the provider requests an Opportunity for Hearing, notify school districts of the request and that the provider will be assigned the last status they received prior to **NONAPPROVAL**.
 - Place an admissions hold on residential programs, barring the program from receiving new students and barring districts from making new placements (applies to in and out-of-state programs).

PLEASE NOTE STATUS ASSIGNMENT OF "LIMITED APPROVAL"⁷

The following is an explanation of the varying scenarios in which currently **APPROVED** providers are moved to a **LIMITED APPROVAL** status and the impact of the status change.

1. If the state in which your program is located does not regulate nonpublic special education facilities, ISBE has provided you with a Notice dated July 25, 2018, that your approval status was changed from **APPROVED** to **LIMITED APPROVAL**, effective July 1, 2018; OR
2. If your program does not provide a *highly specialized option* for Illinois public school district students (e.g., residential program that contracts with local public school districts who have not submitted documentation to ensure alignment with Part 401.10 Application for Eligibility), you have been notified by ISBE that your approval status was changed from **APPROVED** to **LIMITED APPROVAL**, effective immediately.

This status change does not *disrupt, impact or nullify agreements for placement* of students from Illinois currently placed in your program. The status assignment of **LIMITED APPROVAL** permits your program to

⁶ This definition is now outlined in rule, and examples are provided in this document.

⁷ The status of **LIMITED APPROVAL** is not provided for in rules. This was a non-regulatory decision made by the ISBE to support providers who no longer meet the requirements of our Part 401 rules based on the amendments made in March 2018, but whose areas of noncompliance do not warrant the removal of students and can be remediated through the provision of technical assistance by ISBE.

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

continue honoring contractual agreements, dated on or before June 30, 2018, for the provision of supports and services to students with disabilities from Illinois in the following situations:

1. Until the contractual agreements expire,
2. Until the student ages out of eligibility for special education and/or related services, or
3. Until the IEP team determines the placement is no longer conducive to meeting the student's needs.

Once a program has been designated with a status assignment of **LIMITED APPROVAL**, the only manner in which it may establish being an approved Part 401 provider is to complete the remediation steps outlined by the ISBE in notification of **LIMITED APPROVAL** status being assigned, and potentially, re-submit an initial application.

SUBPART B: PLACEMENT AND EDUCATION OF STUDENTS

Quick Reference of Changes

SECTION	GUIDANCE TOPICS
401.110 Use by School Districts (Amendment)	The school district maintains responsibility for ensuring the implementation of the student’s IEP and that this implementation conforms to all applicable state and federal laws and regulations.
401.120 Placement Procedures (Amendment)	Addition of a reference to 23 Illinois Administrative Code Part 226, as applicable, with respect to ensuring appropriate placement of students.
401.130 Operating Schedule (Amendment)	Clarifies the requirements for: <ul style="list-style-type: none"> • Instructional hours per day as 5.0, including provision of related services. Effective for the 2020-2021 school year, instructional hours shall not include lunch, passing period and recess (unless those times are specified as instructional pursuant to a student’s IEP). • Regular school year minimum number of school days as 176; and • Extended School Year hour requirements as a minimum of 120 hours.
401.140 Provision of Educational Program (Additions, Amendments)	Additions: <ul style="list-style-type: none"> • Enforces the need to comply with Illinois-specific behavioral intervention requirements and expectations around student to teacher ratio requirements. • Outlines when deviations from the class size requirement may be allowable. Amendments: <ul style="list-style-type: none"> • Defines an allowable class size maximum (10 students) when a full-time paraprofessional or other staff is also provided.

SUBPART C: OPERATIONAL REQUIREMENTS

Quick Reference of Changes

SECTION	GUIDANCE TOPICS
<p>401.220 Health and Safety (Additions & Amendment)</p>	<p>Additions:</p> <ul style="list-style-type: none"> • Fire inspections conducted by the State Fire Marshal are valid for 36 months from the date of the inspection. Inspections done by local governmental agencies are valid for 12 months. • Policies and procedures must be developed for all the required polices such as nonsmoking, privacy and dignity, and others listed in the regulations. <p>Amendment:</p> <ul style="list-style-type: none"> • Programs are to allow personnel from contracting school districts to visit with or without prior notice at any time.
<p>401.230 Student Progress Reports and Reviews (Additions & Amendments)</p>	<p>Additions:</p> <ul style="list-style-type: none"> • Providers must immediately notify the contracting school district, in writing or electronically, when there are five consecutive absences, excused or unexcused, unless the district requests earlier notification. • Providers must review each student's goals, reintegration plan, and transition plan with the parent or guardian and the respective contracting district. <p>Amendment:</p> <ul style="list-style-type: none"> • Providers must notify the contracting district immediately if they learn of a change in residence or change in guardianship for the student.
<p>401.240 Staffing Requirements (Amendment)</p>	<p>Amendment:</p> <ul style="list-style-type: none"> • Licenses issued by the Illinois Department of Financial and Professional Regulation (IDFPR) • or the licensing agency in the state in which the facility is located, are acceptable credentials. The position title listed on the application shall match the position titles listed in the licensing credentials. Paraprofessional cannot be listed as co-teachers or behavior therapists on the application, unless proof of applicable licensure/certification is submitted.
<p>401.250 Staff Training (Additions & Amendment)</p>	<p>Addition:</p> <ul style="list-style-type: none"> • Each provider shall provide orientation training to all paraprofessionals and personal care aides before they assume their duties. <p>Amendment:</p> <ul style="list-style-type: none"> • There must be an annual plan on file for in-service training(s) in areas where the provider has identified that improvement is needed. The provider shall identify these areas based upon an analysis of each program's outcome data and based on student achievement in relation to the goals and objectives of the program.
<p>401.260 Staff Records</p>	<p>Additions:</p>

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

<p>(Additions & Amendments)</p>	<ul style="list-style-type: none"> • Reports of initial physical examinations, records indicating freedom from tuberculosis for staff working with preschool aged students, and reports of such subsequent medical examinations as may be required by the facility. • The results of checks of the Illinois Murderer and Violent Offender Against Youth Registry or the comparable registry for a facility located out of state must be maintained. <p>Amendments:</p> <ul style="list-style-type: none"> • Records for current staff should be in the building where students are taught for inspection by contracting school district staff and ISBE. • Records for each employee completing the criminal background investigation process will be submitted to each contracting school district. Those reports will be available for review at the facility.
<p>401.270 Student Records (Amendments)</p>	<p>Amendments:</p> <ul style="list-style-type: none"> • Student records must be in a central location that is secured. • Reports with respect to the student's progress, including copies of all progress reports provided to parents and the contracting school district, must be part of the student's file. • Student records must be returned to the contracting school district within 20 business days of the time the student stops attending the program, no matter the reason for a student exiting from the program.
<p>401.280 Fiscal Provisions (Additions & Amendments)</p>	<p>Addition:</p> <ul style="list-style-type: none"> • For placements on or after July 1, 2019, providers cannot bill the contracting school district prior to providing the service, or charge parents for tuition, services, or room and board. <p>Amendments:</p> <ul style="list-style-type: none"> • Tuition charged to a contracting school district by a provider cannot exceed the allowable costs. • A provider that has not accepted the rate set by the Illinois Purchased Care Review Board will be considered NONAPPROVED.

FREQUENTLY ASKED QUESTIONS

The following section provides practical examples and addresses questions generated by approved nonpublic special education providers, districts, families of Illinois public school students, and stakeholder groups involved in the review of the Part 401 rule changes. The responses to the questions draw on the Individuals with Disabilities Education Improvement Act (IDEA), Federal Regulations Code Part 300, 23 Illinois Administrative Code 226, and 23 Illinois Administrative Code 401.

Intent

- 1. Question:** Do the rules prevent Part 401 programs from approval if they serve students who are parentally placed and/or placed by a state agency?

Answer: No. Part 401 programs are intended as placement options that are approved for reimbursement by ISBE to Illinois public school districts, when IEP teams determine that the nature or severity of the student's disability is such that he/she cannot be appropriately educated in an Illinois public school district program, even with the use of supplemental aids and services. A unilateral parent placement or other state agency placement into a Part 401 program does not affect approval status.

Definitions

- 2. Question:** What is "imminent danger" as defined in rules?

Answer: The following examples of imminent danger include, but are not limited to, instances of real, significant or impending risk of harm that endanger a student's life or health: blatant, dangerous fire inspection violation, evidence of unsecured firearms, improperly secured medication (not in labeled containers and kept in a locked area), administration of non-prescribed medication, or improper use of physical restraints that put students and staff at risk of injury or death.

Placements

- 3. Question:** If a parent unilaterally places a student into an out-of-state program that is not overseen by their respective state education agency, and due process has been initiated prior to July 1, 2018, and subsequently, the hearing officer orders that particular placement after July 1, 2018, will ISBE still provide reimbursement for the placement?

Answer: Yes. As long as due process was *initiated* prior to July 1, 2018, the decision of ISBE's hearing officer will be honored.

Renewal and Continuing Applications

- 4. Question:** Where can providers find information about the calendar they need to submit?

Answer: Previously, the calendar submissions were manual, in a spreadsheet-format. Now the calendar is electronically accessible through the ISBE Web Application Security (IWAS) system, and the directions can be accessed at the following link: <https://www.isbe.net/Documents/2018-Sp-Ed-Private-Facility-Calendar-Webinar.pdf>. Please review the PDF webinar in its entirety, but note that Slides 9-23 provide directions for accessing the calendar.

5. **Question:** When will renewal applications be made available for the spring 2019 cycle?

Answer: ISBE mailed all renewal packets starting December 3, 2018, through December 14, 2018. ISBE asks that providers allow for up to two weeks following December 14, 2018, for reception via US mail. Future renewal cycle application distribution dates have not been determined at this time.

6. **Question:** When do nonpublic providers have to submit the renewal applications to their Principal Consultants for review and approval?

Answer: Renewal applications will be due on or before March 15th for the upcoming spring 2019 cycle, and each March 15th thereafter. Applications will be reviewed on a rolling basis, in the order in which they are received.

7. **Question:** When will continuing applications be made available for the spring 2019 cycle?

Answer: ISBE mailed all continuing packets starting December 17, 2018, through December 21, 2018. ISBE asks that providers allow for up to two weeks following December 21, 2018, for reception via US mail. Future continuing cycle application distribution dates have not been determined at this time.

8. **Question:** How long will nonpublic providers have to submit the continuing applications to their Principal Consultants for review and approval?

Answer: Continuing applications will be due on or before February 15, 2019. Applications will be reviewed on a rolling basis, in the order in which they are received.

9. **Question:** Will programmatic outcomes affect a program's renewal status?

Answer: No. This information is not exclusionary in the renewal process, however, ISBE does consider this information when identifying how best to tailor technical assistance to the program. Requesting this information ensures that programs hold themselves accountable to goals they establish, and allows for transparency and dialogue between the program and the school districts with which they enter into contract(s). The information will help inform IEP teams when determining whether the placement continues to be appropriate in meeting the students' needs.

Notification

10. **Question:** When can an initial applicant expect to hear from ISBE upon submitting an initial application?

Answer: ISBE will provide a response to the initial applicant within **30 business days** of receipt of the application. The response may include an approval, denial, or request for additional clarification of aspect(s) of the initial application.

11. Question: Section 401.10(d)(2) requires prior approval of the State Superintendent if a nonpublic program changes or adds services. Does this mean that a nonpublic program must seek prior approval for changes or additions to the related services they provide?

Answer: No, the intention of the rule change is to have programs provide notifications of a change in services related to any change in the disability category or age range served. For example, if a program planned to add Autism as a disability category served, then notification of services added for this population of students would require approval. For instance, this may necessitate the addition of Applied Behavioral Analysis (ABA) services. Programs can continue to change and individualize the types of related services (e.g., speech language pathology, occupational therapy, physical therapy, vision and/or hearing services, counseling, social work, etc.) they provide to their students based on IEP requirements of students enrolled without a notification requirement to ISBE.

Related Services

12. Question: Can a nonpublic provider utilize a school district to provide a related service included in a student's IEP, if that nonpublic provider otherwise does not provide that related service?

Answer: Yes. Nonpublic special education programs may utilize school districts, which can include the placing (resident) school district, or any local school district, in supplementing related services for which they do not provide. If the nonpublic special education program chooses to do so, and there is an exchange of funds for the provision of such services, the nonpublic special education program must provide documentation in the form of a contract, apart and separate from the 19-83 contract governing the placement of any given student, with a public school district for the related service(s). In these cases where a district agrees to be charged separate for this service, there will be no reimbursement *from ISBE* made available to that respective district under 105 ILCS 5/14-7.02, as the contracted service is not included in the per diem rate set by the Illinois Purchase Care Review Board (IPCRB).

An acceptable form of contractual documentation, includes, but is not limited to copies of a formal contractual agreement, or the student's Individualized Education Program (IEP), specifying the source from which a student receives related services. The ISBE is not prescribing any specific form of contractual agreement and allows school districts and providers the flexibility in identifying a document that best reflects the agreement. However, the ISBE does reserve the right to request additional information or pose questions for clarification if the relationship for services is not clear.

Personnel

13. Question: Is it possible to open classrooms with a substitute with an LBS 1/Director oversight?

Answer: Per 23 IAC 401.240 (b), only teachers holding a license/certificate or teaching approval in special education, as applicable to the students to be taught, shall be used to open new classrooms at any point during a school year.

14. Question: How often does ISBE want personnel updates? Is the continuing application cycle, sufficient?

Answer: The continuing application alone is not sufficient for notifying ISBE of personnel updates, as a program submits a continuing application once per year during the renewal and continuing application cycle. Throughout the school year, providers may experience a number of changes in personnel, and pursuant to 23 IAC 401.20, a provider's assigned Principal Consultant must be informed **40 business days** after any change occurs in administration, number, type, or duties of positions or licensure or credentials that do not affect compliance. Appropriate frequency of personnel updates not affecting compliance *may* include monthly or quarterly submissions to the provider's assigned Principal Consultant via email, based upon personnel change dates to ensure the **40 business day** notification requirement is adhered to. Additionally, Principal Consultants must be informed **five business days** after any changes in administration, number, type, or duties of positions or licensure or credentials that do affect compliance (i.e., teacher vacancy, related service provider vacancy resulting in inability to provide mandated IEP minutes, administrator vacancy). Therefore, only informing ISBE of personnel updates during the continuing application cycle is not adequate.

15. Question: Do the changes in Section 401.240(a) require nonpublic providers to meet all personnel requirements in Subpart I of Part 226?

Answer: No, not all of the personnel requirements apply to nonpublic programs. However, the requirements for specific position titles employed at nonpublic providers do apply to the staff member/personnel employed.

16. Question: Can programs employ personnel to provide special education programming and/or related services that do not hold licenses or certificates at the time of employment?

Answer: No. Employees providing special education programming and/or related services must hold licensure and/or certification issued by ISBE, IDFPR, or a comparable state agency for out-of-state providers. Submission of degrees alone and pending licensure applications are not applicable.

17. Question: What is the minimum required qualification for a nonpublic provider's lead administrator (e.g. head of school, principal, chief administrator, executive director)?

Answer: ISBE will allow for sitting administrators of currently approved programs to be permitted to operate with the credentials provided in their most recent Renewal or Continuing cycle submission (e.g. either the provider's 2017 or 2018 Renewal or Continuing cycle application). More specifically, the following licenses / endorsements will be considered sufficient for sitting administrators of currently approved programs:

- i. Professional Educator License with an endorsement in general administrative, principal, or Director of Special Education, with a Letter of Assurance indicating continued progress towards obtaining a special education endorsement; or
- ii. Professional Educator License with a school psychologist, school counselor, or speech language pathologist endorsement, and an endorsement in general administrative, principal or Director of Special Education; or
- iii. Professional Educator License with a school psychologist or school counselor endorsement, with a Letter of Assurance indicating continued progress towards obtaining an endorsement in principal or Director of Special Education; or
- iv. If the provider services 40 students or less, and holds a 1) a special education endorsement, plus 2) an endorsement in any one of the following: special education supervisory, general administrative, principal, or Director of Special Education.

Please note that initial applications, or new administrative hires (e.g promotions within or new external hires) to existing approved programs, will be required to demonstrate adherence to Section 226.800, Personnel Required to be Qualified, subsection (i), Chief Administrator of Special School.

This regulation requires that the chief administrator of a special school shall hold a Professional Educator License with a general administrative, principal or Director of Special Education endorsement issued pursuant to 23 Ill. Adm. Code 25.333, 25.335, 25.337, or 25.365 and either 1) the qualifications required under 23 Ill. Adm. Code 25.43 in at least one disability area served by the school or 2) A special education endorsement issued by the State Board of Education pursuant to Section 25.43 of this Part.⁸

Essentially, this lead administrator must be licensed in administration and special education for approval.

The following are four (4) scenarios presented by the Illinois Association of Private Special Education Centers for ISBE to provide clarity upon. Please see below for each scenario presented, and ISBE's position on each.

Scenario 1: A member school has over the course of the last few years prepared a succession plan, an assistant administrator will be taking the position of the current lead administrator. The current assistant administrator holds a Type 75 and is working on his/her LBS1 credentials. Under the guidance provided, we are wondering whether the assistant administrator would be considered a "new administrative hire" and therefore be ineligible for the lead administrator position in line with the school's succession plan, despite the experience with the specific school and student population, or whether this assistant administrator would be approved as lead administrator.

⁸ LBS 1 approval was last issued September 1, 2015, and now we only issue LBS 1 endorsement. An individual would not hold the approval any longer because these approvals were valid for only 3 years. However, if they hold one without an expiration date, that would still be valid. For those pursuing one now, it would be the LBS 1 endorsement.

Answer Scenario 1: Yes, this individual would be considered a new administrative hire because they do not presently hold the credentials for at least one disability area served by the school. A unique exception will not be permitted as other programs may also have similar situations. This individual would be permitted to be hired in the role of lead administrator only after obtaining their special education credentials.⁹

Scenario 2: There are presently sitting administrators who are licensed speech-language therapists and who hold a Type 75; however, under the current guidance, these sitting administrators, while fully qualified based upon the student population and experience to date as lead administrator of the nonpublic school, do not meet the requirements of sitting administrators, and therefore would be unapproved. This seems to be an unintended result and we are wondering whether these individuals would be considered qualified since to date that have been approved as lead administrators.

Answer Scenario 2: Yes, this individual would be permitted to remain a program lead administrator due to holding the requisite administrative endorsement. The training as a Speech Language Pathologist would cover the necessary training for service to a disability area served by the program.¹⁰

Scenario 3: It is our understanding that while sitting administrators with a Type 73 and Type 75 will continue to be considered qualified, a new hire may not be hired for the position with this qualification. We believe this is problematic as it would invariable result in some very qualified individuals, for example, Special Education Directors who head all special education programming in large school districts, from being approved as a lead administrator of a nonpublic special education program. We do not believe this is an intended result of the State Board's guidance.

Answer 3: ISBE has and continues to maintain that Directors of Special Education are qualified individuals for employment as lead program administrators. Please note the revisions made above to include Directors of Special Education, and to address this lack of clarity. The requirements to hold a Director of Special Education endorsement encompasses holding both licensure in one disability area served by the school and administration conclusively.

Scenario 4: Due to the qualified administrative staff shortages across the state, which impact the nonpublic school sector as well, with the guidance provided it would seem that the pool of qualified individuals acceptable to the State Board is further narrowed. As such, member schools are wondering what recourse they have and how willing the State Board is in working with them, when a new hire meeting the requisite credentials is not found. Is there an openness to allowing new hires to fall into the categories of credentialed staff in subparagraph (i) through (iv)?

Answer 4: From a licensure perspective, there is no temporary or emergency credentials that can be offered to administrators, but rather only for teaching. However, the ISBE will allow for the provision of a Letter of Assurance indicating that an individual currently employed with the program is enrolled in

⁹ 23 Ill. Adm. Code 226.800(i)

¹⁰ See (ii) above.

an educator preparation program seeking receipt of a principal or Director of Special Education program endorsement.

The Letter of Assurance must indicate the date of enrollment into the educator preparation program, which will allow for ISBE to accept this notification for up to two years from the date of enrollment. Despite allowing for this, the ISBE strongly encourages all providers to continue the search for a qualified lead administrator in the meantime. *Please note that the above will impact the approval status of the program. While the ISBE can commit that this will not be the sole reason for a program to be moved to Pending Further Review or Nonapproved, not having a qualified lead administrator may render the program, if all else has been complied with, to Approved with Administrative Review until the provider resolves this qualification per the timelines provided for in rule.*

18. Question: Will ISBE recognize Certified Therapeutic Recreation Specialists (CTRS) as qualified P.E. instructors?

Answer: No, pursuant to Sections 226.840 and 226.850 of the Illinois School Code expressly outlining qualifications of workers and evaluators, Physical Education instructors must hold a valid Illinois Professional Educator License with an endorsement in Physical Education. Additionally, if students require, per their respective IEP(s), Adaptive Physical Education, then a valid Illinois Professional Educator License with an endorsement in Physical Education and Adapted Physical Education encompassing the grade levels and age ranges of the students to be served is required.

19. Question: If a staff member resigns before the start of the school year, and the facility can provide documentation that it is actively pursuing filling the vacancy but has not yet found a qualified individual for the position, can a deviation request be filed with ISBE?

Answer: Yes. The provider may submit a request for deviation to their assigned Principal Consultant, and each request will be determined by ISBE on a case-by-case basis. In this scenario, the provider must attach all documentation to support the request (e.g., the title of the position that needs to be filled, the plan for supporting students in the absence of this position being filled, qualifications of alternative staff members, rearranged classrooms, evidence of active hiring, etc.). Additionally, the provider must contact their assigned Principal Consultant within **five business days** of any staff member leaving, for technical assistance pursuant to 401.20(b)(4). Please note that pursuant to Section 401.20(b)(4)(A)-(B), the program's approval status may be changed, but only if the staffing change is not corrected within the requisite time frames discussed in subparagraph (A). Should a status change result, the program may not be allowed to continue accepting new students while understaffed.

Records

20. Question: What is ISBE looking for specifically, in terms of staff training records?

Answer: Pursuant to 23 IAC 401.250, there must be an annual plan on file for in-service training(s) in areas where the provider has identified that improvement is needed. These areas are identified based

on the provider's own self-analysis of its outcome data based on student achievement in relation to the goals and objectives of the program. Examples of records that ISBE reviews include, but are not limited to, in-service training records (including signature of participants) for trainings covering topics such as: physical management, isolated time-out, privacy and dignity, hazardous waste, blood borne pathogens, administration of medication, non-smoking, and visitation.

21. Question: Section 401.260(a)(2) provides that the "Records of the transmission for each employee completing the criminal background investigation process will be submitted to each placing public school district currently contracting with the provider and those reports can be reviewed at the facility." Does this mean that the actual form (e.g., Biometrics) indicating that fingerprints were transmitted get sent to every school district, for each employee? Is a district entitled to view the entire staff file or just the background checks?

Answer: Upon completion of the criminal background investigation for each employee, a provider shall submit a summary report of the completion of the criminal background check to each public school district with which the provider is contracting under Section 14-7.02 of the School Code. Consistent with Section 401.260(a)(2), the provider shall make available the actual reports received from the investigative agency (ex. Biometrics) indicating transmission of fingerprints to each public school district the provider is entered into contract with for review and inspection at the nonpublic facility. Public placing school districts have the ability to review additional information included in staff files at any time and upon request on site at the nonpublic facility.

22. Question: In 401.270(d), the items listed for return to district include, "The temporary public school records that were provided by the district at the time of the student's placement...Other records of an academic or instructional nature that have accumulated during the student's enrollment at the nonpublic facility, including the following: records of behavior management plans, and records of all psychological and social work and any therapeutic tests related to goals and objectives included in the student's IEP . . . a transcript of any academic credits earned while the student was served at the facility . . . records of the students attendance while served at the facility." What can be kept?

Answer: All copies of student records maintained by a program, including, but not limited to, all original student records and documentation must be returned to the district. Programs must include electronic correspondence regarding students in their files returned to districts. Copies of student records are permitted to be maintained by the program following return of the entire student record to the placing public school district.

Required Information/Documentation

23. Question: Can programs submit a "School Improvement Plan" in lieu of the Programmatic Outcomes?

Answer: No. Programmatic Outcomes may incorporate aspects of a School Improvement Plan, so long as the information included meets the requirements of the Program Description instructions provided in the renewal or initial application.

24. Question: How should data be collected for the Programmatic Outcomes section?

Answer: ISBE is not prescribing any particular method for data collection, nor limiting providers to utilizing any type of format or system. Instead, ISBE encourages providers to utilize and explain the systems they find most suitable to revealing their program's work with students.

25. Question: Should providers be including data for students enrolled in their programs that are unilateral parental placements, or those from out-of-state?

Answer: No. Only students who are placed by an Illinois public school district's IEP team shall comprise the data collection population.

26. Question: How do providers develop plans for reintegration for students whose home districts have not demonstrated the capacity to serve these students, or students who realistically may never be able to be served in the public school setting amongst general education peers?

Answer: Plans for reintegration can be developed program wide with an understanding that progress occurs on a student specific basis through the creation of goals achievable by the student, as aligned with aiding them to reach their individual potential.

27. Question: What is the impact of a provider receiving a Deficiency Notice?

Answer: Receiving a Deficiency Notice with outlined Corrective Action items is not intended to be punitive in nature, but rather a form of direct technical assistance *prior* to action taking place. Receiving a Deficiency Notice and accompanying Checklist has no immediate impact to the program's approval status outside of notifying them of outstanding compliance issues to resolve in a specified timeframe.

28. Question: What happens if a provider does not adhere to the timelines provided for a response in the Corrective Action section of the Deficiency Notice?

Answer: Within the Deficiency Notice, there is a Corrective Action section that outlines areas of remediation to which the provider must respond within **10 business days**. If a provider does not adhere to the required response times, *then* ISBE will begin to take action towards a status change for the program, depending on the severity of the remediation necessitated. It is an expectation that our programs are always operating in a fully compliant manner and if issues are in fact inadvertent and could be quickly addressed, then programs should have no issue doing so within the requisite **10 business days** provided.

29. Question: Why does ISBE require the use of Letters of Assurance?

Answer: When issuing Deficiency Notices, ISBE recognizes that in some instances, a provider cannot readily respond to a specific area for remediation; accordingly, the Letter of Assurance is a mechanism

utilized within the Corrective Action section of any Deficiency Notice intended to have the provider notify ISBE of progress towards remediation. In general, assurances, whether through the submission of a letter or executing a document to indicate the program's understanding and commitment to follow our rules and regulations, is intended as a transparent layer of accountability.

Issues of Non-Approval

30. Question: What happens to providers located in states that do not have a State Education Agency with a mechanism for recognizing nonpublic special education providers? What states are those?

Answer: Currently, Illinois has public school students placed with providers located in Utah, Missouri, Wisconsin and Georgia, where the State Education Agencies do not provide oversight or recognition of nonpublic special education providers. Pursuant to Section 401.10(a)(7), as of July 1, 2018, these specific providers are no longer eligible for continued Illinois approval. This will be reflected in the Private Facility Search results under Program Information, and next to "Approved for New Placements," which will indicate "Not Allowed."

31. Question: What will happen to students currently placed with those providers mentioned in Question 30?

Answers: Providers serving Illinois public school students in Utah, Missouri, Wisconsin, and Georgia have been notified as of July 25, 2018, that they are operating without their states' approval, and accordingly, only students placed on or before July 1, 2018, will have these placements honored by ISBE. The provider will be assigned a status of "**LIMITED APPROVAL**" as it pertains to those placements alone. These providers are not fully approved by the state of Illinois and will not be accepting new placements as of July 1, 2018, with the exception of decisions for due process cases initiated prior to July 1, 2018, or the placement of siblings of students placed prior to July 1, 2018, also served under Section 14-7.02 the School Code.

32. Question: What will happen to providers mentioned in Question 30 who did not have any Illinois public school students as of July 1, 2018?

Answer: Providers previously Approved in these states, but who did not have any Illinois public school students placed as of July 1, 2018, have been notified as of July 25, 2018 that they are **NONAPPROVED** by the state of Illinois.

33. Question: Will therapeutic day providers operated by public school districts continue to be approved under Part 401?

Answer: No. Illinois and out-of-state public school districts operating therapeutic day programs that limit enrollment to only a specific district's students, or that operate within a district-operated building, provide district staff, and/or utilize a district-specific curriculum, are operating a program within the district's continuum of alternative placements to meet the needs of their students within the district.

These programs do not meet the intent, or the definition, of what is considered a Part 401-approved provider. Accordingly, all programs currently operating in this manner that were renewed in spring 2018, will be **NONAPPROVED** at the time of renewal in the spring of 2020. For providers renewed in spring 2017, these providers will be **NONAPPROVED** at the time of spring 2019 renewal. Notification will, if it has not been already, sent out to all nonpublic special education providers currently approved under Part 401 regarding this matter during fall semester of the 2018-2019 school year. All initial applications for programs operating in the above-noted manner will not be approved. These programs will be provided with a Notice of Deficiency outlining why their operations are contrary to Part 401's intent and will be permitted the same one-year period of time as all other initial applicants to remedy the situation and enact a program separate from district partnership.

Miscellaneous

34. Question: What are examples of circumstances in which a provider should seek a deviation request from ISBE?

Answer: Deviation requests are required when it is necessary for providers to deviate from the allowable class size requirements per Section 401.140(c) and/or the requirements related to the age range of students within a grouping per Section 401.140(c) (referring to Section 226.720). Some examples of when a deviation request may be found acceptable could include:

- a) when the placement is pivotal to the well-being of the student such as a physician recommendation for a medically fragile student to remain in a combination program as a result of imminent danger to the student's health if transport were to occur;
- b) when a student has been placed into a combination program by an alternative State agency where therapeutic continuity is required for the student to attend the educational component of their residential placement.

Deviation requests are not approvable in lieu of opening a new classroom, adjusting scheduling of students in courses, or in instances where students developmental level more closely matches that of students in a classroom, but their age falls outside of the appropriate range.

35. Question: Can nonpublic providers continue to pre-bill contracting school districts for placements that occurred prior to July 1, 2019?

Answer: Yes. A nonpublic school provider can continue to pre-bill the placing school district for the placement of a student that occurred prior to July 1, 2019, and for the remainder of the student's placement at that nonpublic school, even if beyond July 1, 2019. For any new placements occurring on or after July 1, 2019, pre-billing, billing school districts for services before they have been provided, and charging parents for special education and related services outlined in the student's IEP, or for room and board, is not permitted, pursuant to Section 401.280(d). The latter prohibition related to not charging parents for special education and related services, or room and board, is not relevant to students

unilaterally/privately placed in nonpublic provider programs and is also not intended to prohibit providers from charging parents for those services that the provider could offer the student outside of his/her IEP.

36. Question: Do the changes in Part 401 remove locked facilities as an option for significantly impaired children who require a highly restrictive setting in order to be kept safe?

Answer: No, the regulatory intent of the rule changes is not to preclude locked facilities from being on the approved list or having their approved status impacted by the Part 401 changes. There remains no prohibition to placement in locked facilities so long as disciplinary and behavioral interventions prohibited in Illinois are not utilized.

37. Question: What disciplinary and behavioral techniques and/or interventions are prohibited in Illinois, and if utilized, would result in a provider's program becoming **NONAPPROVED**?

Answer: The following behavioral techniques and/or interventions are prohibited in Illinois, as outlined in Section 1.285(d)(3)(4), and any provider utilizing such techniques or interventions is subject to the program's status being changed to **NONAPPROVED**, or rendered ineligible for initial approval as of the 2019-2020 school year pursuant to 23 IAC 401.10(a)(10), 23 IAC 401.140(a), 105 ILCS 5/24-24:

- 1) Mechanical or chemical restraint (the use of any device other than personal physical force to restrict the limbs, head, or body), and
- 2) Medically prescribed restraint procedures, and
- 3) Physical discipline.

38. Question: For purposes of the operating schedule for the regular school year, so long as students receive at least 25 instructional hours per school week (5 school days), will providers be found to be in compliance with the requirements of the Part 401 rules?

Answer: No. While a provider's operating schedule includes a minimum of 25 instructional hours per school week, providers must adhere to 23 IAC 401.10(a)(3)(A) and 23 IAC 401.130(a), which specifically provides that each school day requires 5 instructional hours for program approval.

39. Question: Can ISBE legally require information not specifically identified in the Part 401 rules to be included in the Program Description? Can a program be **NONAPPROVED** if it does not comply with providing this information?

Answer: Section 401.10 (a)(1)(A-E) outlines what is needed for submission for a Program Description. Of note, ISBE has removed requests pertaining to clinical model and curriculum information. Elements such as Program History, Mission/Vision Statement, and Philosophy and Methodology for Reintegration remain necessary for ISBE to ascertain services for each program. In the event a provider does not follow the instructions required for submission of a complete Program Description, ISBE will send the provider a Deficiency Notification outlining outstanding areas to be addressed.

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

40. Question: What change becomes effective for the 2020-2021 school year as related to a provider’s operating schedule?

Answer: Previously, instructional hours included lunch, passing time or recess, but as of the 2020-2021 school year, instructional hours will NOT be permitted to include lunch, passing time or recess unless specifically provided for in the child’s IEP pursuant to Sections 401.10(a)(3)(A) and 401.130(a). Related services written into the child’s IEP are included as instructional hours.

NOTE: This FAQ is not final and will continue to be updated as the Division receives future inquiries in need of clarification.

EXHIBIT A: DISTRICT vs. NONPUBLIC RESPONSIBILITY

Topic	Public Placing School District	Nonpublic Private Facility
IEP Initial Evaluation	X	
IEP Re-Evaluation	X	
Staff Records		X
Attendance Records		X
Progress Reports		X
Implements IEP		X
Creates IEP Goals and Objectives		X
Develops Unique Curriculum		X
Provides Programming		X
Collects and Analyzes Data		X
Coordinates State Assessment Testing	X	
Awards Credits, Transcripts and Diplomas	X	
Develops and Revises the IEP	X	X
Finalizes the IEP	X	
Ensures Receipt of Services	X	

EXHIBIT B: REIMBURSEMENT

Step One: Requirements for Academic Placement:

1. Certification of inability to meet student's needs documented during IEP meeting; and
2. Completion and submission of the Nonpublic Facility Placement Contract (19-83) between the public school district and the nonpublic special education provider. *Neither the provider nor the school district need to provide this form to the State Board; however, both must maintain a copy of this for their own record-keeping.*

Step Two: If the student requires residential placement (room and board) then complete and submit one copy of the Form 34-37 Application, including separate pages with narratives as necessary. Instructions provided below:

Generally, there are four different scenarios for which you may file this form:

1. Initial Placement – Must receive 34-37 **prior** to placement date; **OR**
2. Continuing Placement – Must receive 34-37 **prior** to due date; **OR**
3. Change of Placement – Must receive 34-37 **prior** to change of placement; **OR**
4. Transition to High School
 - a. Elementary district is responsible for **notifying** the high school district **prior** to the residential facility's 8th grade graduation date or before student's 15th birthday
 - b. High School submits 34-37 **prior** to taking responsibility

Specifically, here are the instructions section-by-section:

Page 1.

Section I: Identification

- Information must match listed information in I-STAR/FACTS
- RCDTS – **District** number
- Contact Name – main person completing paperwork
- Residential Code – Must have before submitting!!
 - Facility Search (slide 4) & 19-83 Form
- Tuition Code – Must have this if Residential Code is residential only
- Out-of-State/Interstate Compact - DCFS (217) 785-2654
 - Students under 18
 - Initial placement
 - Change of facility

PART 401 NONPUBLIC SPECIAL EDUCATION FACILITIES UNDER SECTION 14-7.02 OF THE SCHOOL CODE

- Disability – The facility’s approved disability codes must match the student’s primary disability (must match information in I-STAR/FACTS)

Page 2.

Section II: Prior Placements History

- Complete for Initial Application only
- Two year history
- If student history is not available, note date student entered district

Page 3.

Section II (continued)

- Services provided in most recent placement
 - Order of importance
 - Type of services
 - Amount of time provided (Use ‘Amount of Time Key’)
- Description of Related Services (Code 16)

Page 4.

Section III. Requested Placement

- Complete for **All** Applications
- Required documentation:
 - Date of most recent Eligibility/Evaluation/Re-eval
 - Date of IEP recommending residential placement
 - Date of IEP Annual Review – if **different** from placement
- Requested Services
 - Related services to be implemented in Residential placement
 - Must be noted in current IEP
 - Coincide with related services in most recent placement
 - Utilize ‘Amount of Time Key’

Page 5.

Section III (continued)

- Complete for **Initial** Applications only
 - List state or local agencies that provide community support and services to students and their families
 - Use Department/Agency Key
 - Add additional pages if needed

Page 6.

Section IV: Need for Private Residential Placement – Required Narrative

- Application may be submitted in sections
- All documents must be received before final approval/reimbursement is given
- Initial Applications -

- Chronological description of history prior to residential recommendation (**description of need for placement**), including:
 - Efforts taken to alleviate adverse impact of disability
 - Student's **ENTIRE** educational history
 - Student's non-educational or social history
 - Student's physical health
 - Student's psychological or emotional health
 - Student's involvement in court or other agencies
- Initial/Continuing Applications -
 - Present Level of Educational Performance
 - Functional Grade Level
 - Achievement Tests/IQ Tests
- Description of the program & services that the school district cannot provide
- Continuing Applications –
 - Reasons why student cannot return to local district
 - Clearly stated
 - Progress/lack of progress (identified issues, concerns, and adverse effects creating need for continued placement)

Section V: Reintegration Plan – Initial/Continuing Applications

- Initiated for student's anticipated return to home district
- Annual
- Steps taken by district that will allow for return and continual support of student in home community
- Timelines attached
 - Involvement of outside agencies
 - Parental involvement
 - District involvement
 - Plan for student to transition to home district
- Assurances
 - Superintendent Signature
 - State-Approved Director of Special Education

Step Three: Submit one copy of the above-completed 34-47 Form to 3437RnB@isbe.net

EXHIBIT C: RESOURCES AND RELATED REGULATION & LAWS

Federal

- **FEDERAL LAW:** INDIVIDUALS WITH DISABILITIES EDUCATION ACT 20 U.S.C. § 1400, et. seq.
- **FEDERAL REGULATIONS:** 34 C.F.R 300

State

- **ILLINOIS LAWS:** 105 ILCS 5/14 ET SEQ.
- **ILLINOIS REGULATIONS:** 23 ILLINOIS ADMINISTRATIVE CODE PART 226
- **ISBE RESOURCES:**

WEBSITE

SPECIAL EDUCATION PROGRAMS: NONPUBLIC SPECIAL EDUCATION PROGRAMS: SEE [HTTPS://WWW.ISBE.NET/PAGES/NONPUBLIC-SPECIAL-EDUCATION-PROGRAMS.ASPX](https://www.isbe.net/Pages/Nonpublic-Special-Education-Programs.aspx)

LOCATING APPROVED NONPUBLIC SPECIAL EDUCATION PROGRAMS: SEE [HTTP://WEBPROD1.ISBE.NET/FACILITYINQUIRY/PRIVATEFACILITYSEARCH/PFSEARCH.ASPX](http://webprod1.isbe.net/FacilityInquiry/PrivateFacilitySearch/PFSearch.aspx)

FORMS¹¹

APPLICATION FOR APPROVAL FOR OF PRIVATE RESIDENTIAL PLACEMENT ROOM & BOARD REIMBURSEMENT FORM 34-37: SEE [HTTPS://WWW.ISBE.NET/PAGES/SPECIAL-EDUCATION-FORMS.ASPX](https://www.isbe.net/Pages/Special-Education-Forms.aspx)

SPECIAL EDUCATION NONPUBLIC PRIVATE FACILITY PLACEMENT CONTRACT FORM 19-83: SEE [HTTPS://WWW.ISBE.NET/PAGES/SPECIAL-EDUCATION-APPROVAL-AND-REIMBURSEMENT.ASPX](https://www.isbe.net/Pages/Special-Education-Approval-And-Reimbursement.aspx)

¹¹ Additional Forms can be found at: <https://www.isbe.net/Pages/Nonpublic-Special-Education-Programs.aspx>