



Illinois State Board of Education

23 IAC Part 401 Nonpublic Special Education

Helen Kossler
Abbey Storey
Corinne Williams

Principal Education Consultants
Special Education Services Division
Nonpublic Programming
ISBE Chicago Office

Cara Wiley

Director
Regulatory Supports and Wellness
ISBE Springfield Office

Whole Child • Whole School • Whole Community

Agenda

Internet Access:
Password:

1. Housekeeping
 - a) Timelines
 - b) Deficiency Notices
- 1) Activity
- 2) Written Program Description
 - a) Components/Examples
 - b) Activity
- 3) Medication Administration
 - a) Regulations
 - b) Medical Review- IEP
 - c) Updates
- 4) Question and Answer Discussion



Housekeeping

- Timelines
- Deficiency Notices

Renewal Cycle Timelines for 2019

Renewal Applications

RECEIVE:

- ISBE will mail renewal application packets beginning:
- [December 3, 2018](#)

SUBMIT:

- Program will submit renewal application materials on or before deadline of [March 15, 2019](#)

Continuing Applications (formerly In-Between)

RECEIVE:

- ISBE will mail continuing application packets beginning:
- [December 17, 2018](#)

SUBMIT:

- Program will submit continuing application materials on or before deadline of [February 15, 2019](#)



What is a Deficiency Notice?

DATE: DATE

ATTACHMENT

23 Illinois Administrative Code, Part 401

Program Overview

For

«FacilityName»

The application materials were submitted on:

ADD DATE ☐ Approved ☐ Deficient (Consultant's Initials)
 ADD DATE ☐ Approved ☐ Deficient (Consultant's Initials)
 ADD DATE ☐ Approved ☐ Deficient (Consultant's Initials)
 ADD DATE ☐ Approved ☐ Deficient (Consultant's Initials)

| Checklist | Application Descriptors | Educational | Residential | Combination | Rule Citation | Completion | Description of Deficiency | Documentation Needed |
|-----------|---|--------------------------|--------------------------|--------------------------|---------------------------------|---|---------------------------|----------------------|
| | Type of Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 1. | APPLICATION (PAGES 1-2) | | | | | | | |
| a. | Licensure, certification, or approval to operate a residential childcare facility is attached. | | X | X | 401.10(a)(6) | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> NA | | |
| b. | (Non-Illinois Programs Only) Licensure, certification, or approval to operate a nonpublic special education program is attached. | X | | X | 401.10(a)(7) | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> NA | | |
| c. | Building has been inspected with a passing report by State Fire Marshal or local governmental agency and report is attached. | X | X | X | 401.10(a)(4)(A)(B) | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete | | |
| d. | The special education primary disability categories and services of students to be served is included. | X | X | X | 401.10(a)(1)(A) 401.10(d)(2) | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete | | |
| e. | The ages of students to be served is included. | X | X | X | 401.10(a)(1)(A) | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete | | |



Illinois
State Board of
Education

A Deficiency Notice...

- 1) Is an outline of information that is missing from a program's application required for processing
- 2) Shows which regulations are tied to each component identified
- 3) Is objective, thereby avoiding misinterpretations
- 4) Explicitly details what is still needed for approval
- 5) Provides a cohesive timeline of material submissions



A Deficiency Notice Is Not...

- 1) A notice of nonapproval
- 2) A notice of a change in program status
- 3) A poor reflection of the programming offered by your facility
- 4) Going to affect your program's results in the Private Facility Search
- 5) Going to affect placement of students into your program



Activity

Elevator Pitch

Compose (2 minutes)

- Spend two minutes composing a short description of your programming:
 - What is unique about your program?
 - Why do school districts and families enroll students?

Share (1 minute)

- Turn to your neighbor and share



Poll Everywhere

Internet Access:
Password:

- Please join our survey...

<https://pollev.com/CORINNEWILLI094>



Illinois
State Board of
Education

Written Program Description

- Components/
Examples
- Activity

1. Program History

INCLUDE:

- Program origination
- Program evolvement
- Notable events or changes
- Reason for application as a Part 401 provider

2. Mission/Vision Statement

INCLUDE:

- Program's mission/vision statement
- Expression of what your program provides
- Expression of who your program is intended to serve
- Projection of your program's impact
- How success will be defined

OPTIONAL:

- Link to program URL website



3. Purpose and Scope

Purpose

What your program intends to achieve for students.

INCLUDE:

1. What does your program offer that a school district would not in supporting students with significant needs?
2. What will students gain from attending your program?

Scope

Through what services and programming the purpose is achieved.

INCLUDE:

1. Methodology to be used in meeting unique educational needs of students enrolled.
2. Your program's work toward re-integration.

4. Program Overview

INCLUDE:

- Ages of students to be served
- Number of hours of instruction per school day (minimum 5.0)
- School year in number of days (minimum 176)
- Extended school year in hours and days (minimum 120 hours)
- Class sizes (maximum 10)
- Maximum number of students to be served
- Student-teacher ratios for each class (5:1 or 10:2)

5. Disability and Instruction Style

Aligned with the eligibility categories your program is approved to serve.

INCLUDE:

- A detailed description of unique instructional approaches utilized to serve EACH disability category
- How your program provides the specialized support and differentiation each category needs

6. Related Services

A description of all related services available through your program to meet students' unique IEP requirements.

INCLUDE:

- List of services provided (indicate if provided by your program or contracted with an agency or school district)
- Title of staff providing services
- Rate or frequencies offered
- Delivery model(s) available
- Additional services as uniquely delineated by students' IEPs not typically a provision of your program

7. Programmatic Outcomes

Purpose

- Sets the vision for what the program aims to achieve
- Assesses where changes are needed
- Tracks and shows progress

Goal Areas

1. High areas of importance/need
2. Student demographics (age range, eligibility categories)
3. Program purpose and scope
4. Data collection (quantitative, qualitative)
5. Outcomes
6. Re-integration

Activity

Internet Access:

Password:

- Participation either:
 - 1. Electronically
 - A. Use any device to open: join.quizizz.com
 - B. Enter game code: ABBEY ENTER DAY OF
 - 2. Written in individual notes

Question 1

"The ABC program will provide monthly compounding and refresher trainings to all employed personnel on de-escalation techniques as outlined by the X program, which will lead to a decrease in physical restraint and isolated time out incidents by 20% during the 2019-2021 program renewal cycle, as documented by behavior incident forms."

This programmatic outcome is an example of which category?

- a) High area of importance/ need
- b) Student demographics (age range, eligibility categories)
- c) Program purpose and scope
- d) Data collection (quantitative, qualitative)
- e) Re-integration

Question 1

"The ABC program will provide monthly compounding and refresher trainings to all employed personnel on de-escalation techniques as outlined by the X program, which will lead to a decrease in physical restraint and isolated time out incidents by 20% during the 2019-2021 program renewal cycle, as documented by behavior incident forms."

This programmatic outcome is an example of which category?

- a) High area of importance/need
- b) Student demographics (age range, eligibility categories)
- c) Program purpose and scope
- d) Data collection (quantitative, qualitative)
- e) Re-integration

Question 2

"The ABC program will provide support for students with an emotional disability through the X therapeutic approach Y times per week to gain appropriate coping skills. It is expected that 90% of students will reintegrate to their home school district within two years."

This programmatic outcome is an example of which category?

- a) High area of importance/ need
- b) Student demographics (age range, eligibility categories)
- c) Program purpose and scope
- d) Data collection (quantitative, qualitative)
- e) Re-integration

Question 2

"The ABC program will provide support for students with an emotional disability through the X therapeutic approach Y times per week to gain appropriate coping skills. It is expected that 90% of students will reintegrate to their home school district within two years."

This programmatic outcome is an example of which category?

- a) High area of importance/ need
- b) Student demographics (age range, eligibility categories)
- c) Program purpose and scope
- d) Data collection (quantitative, qualitative)
- e) Re-integration

Question 3

"Through the implementation of sensory kits and sensory rooms, ABC program will provide students alternative ways to develop age appropriate coping skills to assist students in transitioning to the world of work and/or their home school district as evidenced by an 80% decrease in disruptive behaviors."

This programmatic outcome is an example of which category?

- a) High area of importance/ need
- b) Student demographics (age range, eligibility categories)
- c) Program purpose and scope
- d) Data collection (quantitative, qualitative)
- e) Re-integration

Question 3

"Through the implementation of sensory kits and sensory rooms, ABC program will provide students alternative ways to develop age appropriate coping skills to assist students in transitioning to the world of work and/or their home school district as evidenced by an 80% decrease in disruptive behaviors."

This programmatic outcome is an example of which category?

a) High area of importance/need

b) Student demographics (age range, eligibility categories)

c) Program purpose and scope

d) Data collection (quantitative, qualitative)

e) Re-integration

8. Data Collection

INCLUDE:

- Data collection procedures on student performance (academic, behavioral, social emotional)
- How data collection will drive instruction and intervention
- Systems in place as suitable to your program

OPTIONS:

- a. Qualitative- not measured numerically
- b. Quantitative- numerical in nature

9. Philosophy and Methodology for Re-integration

INCLUDE:

- Skills students will gain to make re-entry possible
- The planning process in determining the steps and progress toward re-integration to a less restrictive environment
- The resources utilized during the planning process
- The supports offered
- The number of students previously re-integrated who attended your program
- The process for tracking re-integration
- How students will obtain, understand, analyze, communicate and apply knowledge to achieve success in school and life



Submission Requirements

- Applications are accepted through e-mail only to the program's assigned ISBE consultant on or before the deadline

Helen Kossler- hkossler@isbe.net

Abbey Storey- astorey@isbe.net

Corinne Williams- cowillia@isbe.net

(217) 782-5589

- Applications are processed in the order of reception



Medication Administration

- Illinois School Code
- Administrative Regulations
- Medical Review- IEP
- Updates

Medication Administration-Illinois School Code

(105 ILCS 5/10-22.21b) (from Ch. 122, par. 10-22.21b)

Sec. 10-22.21b. Administering medication. To provide for the administration of medication to students. It shall be the policy of the State of Illinois that the administration of medication to students during regular school hours and during school-related activities should be discouraged unless absolutely necessary or the critical health and well-being of the student. Under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students. This Section shall not prohibit a school district from adopting guidelines for self-administration of medication by students. This Section shall not prohibit any school employee from providing emergency assistance to students.

(Source: P.A. 91-719, eff. 6-2-00.)

Administrative Rules: Part 226

<ftp://www.ilga.gov/JCAR/AdminCode/023/023002260I08000R.html>

- Nothing in this subsection (k) authorizes individual student aides or others who do not hold an appropriate professional license to perform any nursing activity, as nursing activity may be defined in the Nurse Practice Act [225 ILCS 65] and rules governing that Act (68 Ill. Adm. Code 1300), including any procedures and duties requiring a medical order (e.g., tube feedings, catheterizations, administration of medications, tracheal suctioning, tube insertions, blood draws, dressing changes), except as may be otherwise authorized under State law.



Medical Review-IEP

Federal IDEA requirement to fully evaluate students for determining eligibility for special education service

- ISBE Rule 226.160 defines the medical review evaluation process
- Components of Medical Review (IAC 226.160) : Parts 1-4, assessment and data collection; Part 5, recommendations, goals, evaluation <http://ilga.gov/commission/jcar/admincode/023/023002260B01600R.html>

Personnel qualified to perform Medical Review

- Parts 1-4: APN, RN with PEL, with designation, or with baccalaureate; and MD
- Part 5: RN with PEL endorsement or designation **only**

Regulatory Support and Wellness Updates

Recent
Legislation

Questions from
the field

Pending rules



Illinois
State Board of
Education

Question and Answer Discussion

Thank you for the services you provide to Illinois students with disabilities!



Illinois
State Board of
Education

Whole Child • Whole School • Whole Community