



Illinois State Board of Education

Illinois State Board of Education Special Education Updates

Proficio 2022 Conference – Reimagine. Rebuild. Reconnect.

Barbara Moore, State Director of Special Education

Mary Lanoue, Special Education Programmatic Department Supervisor

Equity • Quality • Collaboration • Community

Introductions

2



Objectives

3

1. Highlight recent Special Education Department initiatives from a Federal, State, and programmatic perspective
2. Highlight issues impacting nonpublic special education private facility programming

ISBE Special Ed Department Highlights

4

- ISBE received SEA Designation of Meets Requirements 3 years in a row!
- No longer in Cohort 2 or 3 for OSEP DMS 2.0
- Special Education Department now two different departments



Department of Special Education Operational Support

5

Director, Barbara Moore (bmoore@isbe.net)

Supervisor, Tammy Greco (tgreco@isbe.net)

ISBESpecEd@isbe.net

- Dispute Resolution
- Federal and State Data Reporting
- Grants, Fiscal, Budgets
- Legal, Legislation, Rules and Regulations, Guidance Documents
- Advisory Council



Department of Special Education

Programmatic Support

6

Director – Allyson Fox-Crump (afoxcrum@isbe.net)

Supervisor – Mary Lanoue (mlanoue@isbe.net)

- ISBESpecEd@isbe.net
- LEA Monitoring
- Specialized Supports
- Cooperative Withdrawals
- Nonpublic Special Education



Other ISBE Departments of Interest

7

- Career and Technical Education & Innovations Department
 - School Counselors, Workforce Readiness, Career Pathways Endorsement, FAFSA
- Assessment Department (assessment@isbe.net)
 - IAR, DLM, SAT, KIDS, ACCESS, Physical Fitness Tests
- Standards and Instruction Department (ILTeachTalkLearn@isbe.net)
 - Learning Standards, Courses, Graduation Requirements, Drivers Ed
- Family and Community Engagement Department
 - Family Engagement Framework, Family Partnerships,

Other ISBE Departments of Interest

8

- Multilingual Department (multilingual@isbe.net)
 - English Learners with Disabilities, World Languages, Refugees and Immigrants
- Educator Effectiveness Department
 - Licensure, Educator Evaluations, PD+
- Wellness Department
 - Mental Health, School Health, Sexual Education, SEL Learning Hubs, Homeless, Youth in Care
- Student Care Department (studentcare@isbe.net)
 - Restraint and Time Out, Bullying Policies, Discipline, LGBTQ, Student Advisory



Special Ed Department Key Links

9

- WEBSITE: <https://www.isbe.net/Pages/Special-Education-Programs.aspx>
 - Quick Links on left side of homepage
 - PD Providers - <https://www.isbe.net/Pages/Special-Education-Technical-Assistance-Projects.aspx>
 - Catalog of Supports - <https://www.isbe.net/Pages/Tier-Supports-Resources.aspx>
 - Nonpublic Sp Ed - <https://www.isbe.net/Pages/Nonpublic-Special-Education-Programs.aspx>
 - IEP Forms - <https://www.isbe.net/Pages/Special-Education-Individualized-Education-Program.aspx>



Examples of Sp Ed PD Providers

10

- Elevating Special Educators - <https://www.iesenetwork.org/o/iese>
- Center for Transition and Work – <https://ictw.illinois.edu/>
- Autism Plus - <https://autismplusil.org/>
- Behavior Assessment Training Project - <https://www.behavioralsupportsil.org/>
- Specific Learning Disability Support Project




Catalog of Supports

11

SPECIAL EDUCATION
Accountability and Supports
Tiered Supports and Resources

Catalog of Supports and Resources

RESOURCES

- Office of Special Education
Programs TA Network 



SPECIAL EDUCATION

CATALOG OF SUPPORTS AND RESOURCES

The Catalog of Supports and Resources was created in order to provide information regarding resources available to support the diverse needs of students with disabilities. The resources below cover the areas of academics, accommodations, assessment, behavior, early childhood, inclusive practices, multilingual learners, transition and transportation.

Academic Resources



Accommodations and Assessment



Behavioral Resources



Early Childhood



Inclusive Practices



Multilingual Learners



Transition



IEP Forms

12

SPECIAL EDUCATION Special Education Information

Individualized Education Programs (Forms)

- IEP Forms
- Required Notice and Consent Forms

SPECIAL EDUCATION





INDIVIDUALIZED EDUCATION PROGRAMS (FORMS)


An Individualized Education Program (IEP) is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate). The required contents of an IEP are determined by the student's needs and age as well as federal and state laws.


Informational forms and documents are available on this page for the following topics:


- The **IEP forms** required to complete an IEP, including transition, behavioral, and eligibility forms.
- **Required Notice and Consent Forms** including guiding documents to complete each form.
- Information on **assessment** for students with disabilities, including instructions and guidelines.


RESOURCES


- IEP-Student Tracking and Reporting System (I-Star)
- Early Childhood Transition Webinar Presentation 
- Early Childhood Transition Webinar 
- IEP Quality Project (IEPQ) Online Tutorial (for School Staff) 
- Dynamic Learning Maps Alternate Assessment
- Assistive Technology
- PUNS: A Guide to Prioritization for Urgency of Need for Services
 - Understanding PUNS 

Required Notice and Consent Forms 

IEP Forms 

Summary of Performance Forms 

Assessments 

Resources 



IEP Forms

13

SPECIAL EDUCATION
Special Education Information
Individualized Education Programs
(Forms)

IEP Forms

SPECIAL EDUCATION IEP FORMS

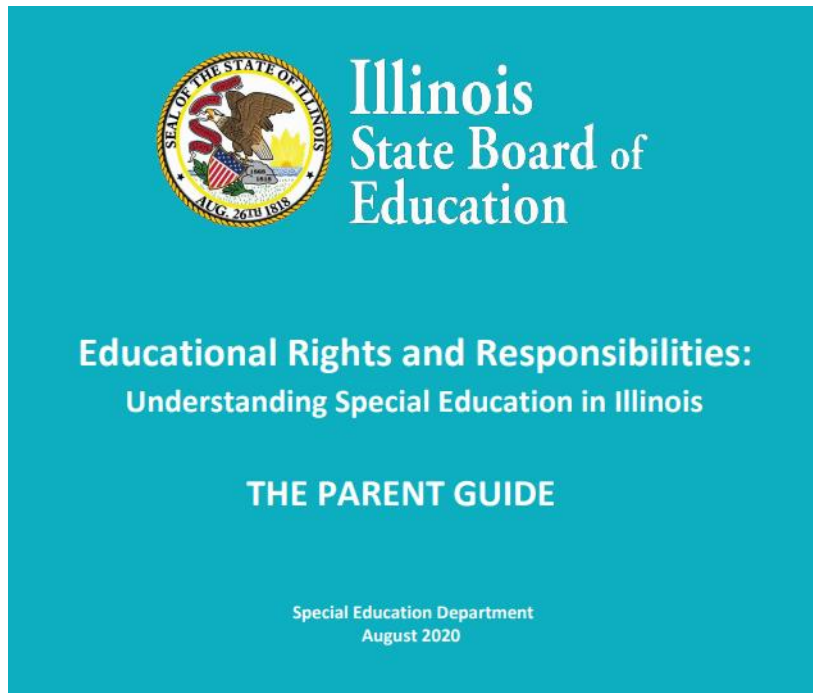
An Individualized Education Program (IEP) must be completed for each student who is eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA) 2004. The IEP is a management tool that is developed by the parent(s), school personnel, and, when applicable, the student, to ensure that each student with a disability is provided special education and related services that are appropriate to his/her special needs.

The ISBE 34-54 recommended template forms are intended for district use and include all required regulatory components. *Forms are available in Arabic, Chinese (Traditional and Simplified), English, French, Gujarati, Korean, Polish, Russian, Spanish, Tagalog, Urdu, Vietnamese.*



Educational Rights and Responsibilities: Understanding Special Education in Illinois Parent Guide

14



- Revised August 2020
- Topics
 - Child Find
 - Multi-Tiered System of Supports (MTSS)
 - Referral and Evaluation
 - Eligibility Categories
 - Additional Procedures for Specific Learning Disabilities
 - Individualized Education Programs (IEPs)
 - Least Restrictive Environment (LRE)
 - Secondary Transition
 - Behavioral Interventions
 - Student Discipline
 - Conflict Resolution
 - Private Schools
 - School Records
 - Early Childhood Services
 - Section 504 Rehabilitation Act of 1973
 - The Advisory Council on the Education of Children with Disabilities (ISAC)

- Accessible at:

<https://www.isbe.net/Documents/Parent-Guide-Special-Education-Aug20.pdf>

Dispute Resolution

15

Effective Dispute Resolution

- State-Sponsored IEP Facilitation
- State-Sponsored Mediation
- Complaint Investigation Process
- Due Process

RESOURCES

- [Special Education Required Notice and Consent Forms](#)
- [Consortium Appropriate Dispute Resolution in Special Education \(CADRE\)](#)
Additional information on resolving disputes at the local level can be found by visiting the CADRE website.
- [Special Education Parent Guide](#)
 - [Chapter 11: Conflict Resolution](#)
 - [Español](#)

EARLY RESOLUTION

Early resolution is an informal means for districts and parents to resolve issues at the local level. It is not uncommon for disagreements to occur between parents and school districts regarding a child's special education services. Those disagreements can often be resolved at the local level with open communication between the parties. The process of resolving disagreements at the local level can be a quick alternative to using a state-sponsored dispute resolution system, and can have the added benefit of improving communication between both parties in the future.

If an individual believes that a school district has not complied with the law or that a child's educational rights has been violated, the individual should try to resolve the issues with the local school district, through the following steps:

- Communicating directly with the school staff, principal, superintendent, or director of the special education cooperative.
- Requesting an Individualized Education Program (IEP) meeting to discuss the issues with the IEP team.
- Utilizing the following systems to resolve the areas of concern:
 - [Special Education Dispute Resolution in Illinois Comparison Chart](#)



State-Sponsored IEP Facilitation



State-Sponsored Mediation



Complaint Investigation Process



Due Process



Top Issues in Complaints

16

Issue
IEP Implementation- Related Services/Programs
IEP Implementation-Spec Ed Services/Program
Parent Participation(examine records, meetings, placement decisions)
Development of IEP (Considerations of Special Factors, Amending IEP)
FAPE
Notification (prior notice, content of notice understandable language)
Independent Educational Evaluation
Transportation
Continuum of Placement Options
Referral/Evaluation Procedures(Date of Referral, District Procedures and Response, Timelines, Notice, Nondiscriminatory Testing, Report)



Reminders to Avoid Complaints

17

- Ensure all related service providers are keeping detailed logs of dates, times, makeup sessions, student absences
- Provide copies of draft documents 3 days prior to meeting
- Communicate often with public school districts on personnel shortages, IEP issues, updates to behavior plans needed, etc.



OSEP Updates

18

- July 2022 OSEP Discipline-Behavior Guidance - <https://osepideasthatwork.org/federal-resources-stakeholders/topical-issues/2022-osep-discipline-behavior-guidance>
- WHY - Dear Colleague Letter
- WHAT - Q & A
- HOW - Positive Practices
 - Resources Documents



OSEP Updates

19

- November 2022 – Guidance on serving highly mobile students

<https://sites.ed.gov/idea/idea-files/letter-to-state-directors-of-special-education-on-ensuring-a-high-quality-education-for-highly-mobile-children-november-10-2022/>



Legislative Updates – Personnel Shortages

20

- **P.A. 102-0711**
 - Allows individuals enrolled in an approved educator preparation program to be eligible to apply for a Substitute Teacher License once they've earned at least 90 credit hours.
- **P.A. 102-0712**
 - Changes the number of consecutive days an individual holding a Short-Term Substitute Teaching License can teach
- **P.A. 102-0713**
 - Lowers the age to serve as a paraprofessional for the elementary level.
- **P.A. 102-0717**
 - Increases the number of days a substitute teacher may teach for one licensed teacher under contract during the 2021-22 and 2022-23 school years.



Emergency Residential

21

- **P.A. 102-0703**

- Allows a student to be placed in a non-approved nonpublic special education facility if :
 - (1) the Illinois State Board of Education has provided an emergency and student-specific approval for placement or
 - (2) an impartial due process hearing officer orders placement of a student with a disability in a residential facility that is not approved by ISBE

Sp Ed State Committees

22

- Advisory Council for the Education of Student with Disabilities (ISAC)
- Bilingual Special Education Advisory Council
- Early Childhood Inclusion Project State Leadership Team
- Community and Residential Services Authority (CRSA)
- Illinois Purchased Care Review Board (IPCRB)
- Illinois Special Education Leadership Academy (SELA)
- Advisory Board for Deaf-Blind
- Illinois Deaf-Hard of Hearing Commission
- DHS Autism Task Force
- DHS Employment First
- State Rehabilitation Council (SRC)
- IL Statewide Transition Steering Committee
- Illinois Task Force on Employment and Economic Opportunity for Persons with Disabilities (EEOPD)
- Secondary Transitional Experience Program (STEP) Advisory Council
- Statewide Independent Living Council of Illinois
- Illinois Council for Developmental Disabilities (ICDD)
- Illinois AT Project Advisory Council
- Children's Behavioral Health Transformation Initiative



Children's Behavioral Health Transformation Initiative

23

- Announced by Gov Pritzker in March 2022, the Initiative aims to improve the delivery of behavioral health services as well as streamline ways parents can access resources, services, and supports
- Interagency Crisis Staffing Workgroup
- Transitions to Adulthood
- Quantitative data to determine where gaps in services exist



National Committees, Organizations, and Technical Assistance Centers

24

- National State Directors of Special Education (NASDSE)
 - Data Infinity Group
- Council of Administrators of Special Education (CASE)
- Council for Exceptional Children (CEC)
- IDEA Data Center (IDC)
 - Significant Disproportionality Peer-to-Peer Work Group
- National Center on Education Outcomes
 - 1% Community of Practice
- IDEA Center for Fiscal Reporting (CIFR)
- TIES Center (Inclusive practices)
- National Accessibility Center
- The Center for Appropriate Dispute Resolution in Special Education (CADRE)
- National Center for Systemic Improvement (NCSI)
 - SEA Leadership Learning Collaborative (SEAL)
 - Low-Performing Schools Learning Collaborative (LPS)
 - Includes IL-EMPOWER member
 - Evidence-Based Practices Learning Collaborative (EBP)
 - Results Based Accountability Systems Learning Collaborative (RBAS)
 - Nontraditional Placements



Nonpublic Special Education Team

25

- Director- Allyson Fox- Crump (afoxcrum@isbe.net)
- Supervisor-Mary Lanoue (mlanoue@isbe.net)

- Jackie Ruenzi
- Melanie Archer
- Sue Taylor
- Amanda Clay



Nonpublic Special Education Team

26

Primary Principal Consultants – Nonpublic Facilities

Helen Kossler	(hkossler@isbe.net)
Christine Wietasch	(cwietasc@isbe.net)
Sherry Bochenek	(sbochene@isbe.net)
Marlee Goldsworthy	Begins December 1

(217) 782-5589

Nonpublic Special Education Updates

27

- Residential specialist position
Amanda Clay (aclay@isbe.net)
- Roundtable discussions
 - Teacher shortages
 - Other hot topics
- Return of on-site reviews



Facility Updates

28

- Initial Application Approvals (2022)- 12
- Closures (2022-Present) -47

Description	Total
Total # of Active Nonpublic Special Education Programs (Illinois and Out of State)	351
Total # of Approved Nonpublic Special Education Programs (Illinois and Out of State)	346
Total # of Approved Illinois Education Only Programs	179
Total # of Approved Illinois Residential Only Programs	67
Total # of Approved Illinois Education/Residential Combo Programs	11
Total # of Approved Out of State Education Only Programs	18
Total # of Approved Out of State Residential Only Programs	50
Total # of Approved Out of State Education/Residential Combo Programs	21



Nonpublic Facility Placement Contract (ISBE 19-83)-Updated

29

PROVIDE SIGNED COPIES TO:

- School District of Residence
- Special Education Joint Agreement/Cooperative
- Non-Public School/Facility

ILLINOIS STATE BOARD OF EDUCATION
Special Education Services Department
100 North First Street, N-243
Springfield, Illinois 62777-0001

EDUCATIONAL FACILITY CODE →

ROOM & BOARD FACILITY CODE →

NONPUBLIC FACILITY PLACEMENT CONTRACT
Agreement for Student Placement and Services under Section 14-7.02 of the School Code
Do not return this form to the Illinois State Board of Education. For additional copies, go to www.isbe.net.

This document shall be used by both the public school district of the student's residence and the nonpublic facility providing special education and related services, including room and board when necessary, for the placement of each student with a disability. Further conditions consistent with this agreement and the laws of the United States and the State of Illinois may be included under Section V at the discretion of the public school district or the nonpublic facility. Copies of this documentation shall be kept at **both** the nonpublic facility and the local school district of residence of the student.

SECTION I

The _____ located at
(Name of Nonpublic facility Program)

(Street Address) _____, _____ IL _____
(City) (Zip Code)
hereinafter referred to as facility, agrees to provide _____
(Name of Student) _____ (SIS Information) of _____
(Street Address)

- Updated form dated 10/22
- Facility codes for educational and room and board
- Signed copies area update to include nonpublic school/facility
- SIS information of student added
- https://www.isbe.net/Documents/19-83_nonpublic_facility.pdf




Orientation

Request for Review

30

- 23 Illinois Administrative Code 401.10(b)
- <https://register.gotowebinar.com/recording/7046583510775492865>

Click your "Mouse" or "Tab" key to move through the fields and check boxes. After completing each field, save document to hard drive to make future updates or click print button.



Illinois State Board of Education
100 W. Randolph St., Suite 14-300 • Chicago, Illinois 60601
www.isbe.net

Darren Robberg
Chairman

Dr. Carissa L. Ayala
State Superintendent of Education

**NONPUBLIC SPECIAL EDUCATION FACILITY
REQUEST FOR REVIEW FORM**

Per Federal Regulations 34 CFR 300.509 and 23 Illinois Administrative Code Section 401 Regulations, this Nonpublic Special Education Facility Request for Review Form has been developed to assist parents and other parties in filing a written record of allegations against Special Education Facilities under Section 14-7.02 of the School Code at the address listed below, at the Illinois State Board of Education (ISBE).

In order for an evaluation of an approved Special Education Facility under Section 14-7.02 of the School Code to occur, the alleged violation(s) must meet the following requirements:

- Violations that are connected to student health or safety issues pursuant to the regulatory requirements of 23 Illinois Administrative Code Section 401 regulations;
- Violations that are connected to non-health or non-safety issues pursuant to the regulatory requirements of 23 Illinois Administrative Code Section 401 Regulations;
- Submitted by means of a signed "Nonpublic Special Education Facility Request for Review Form."

Evaluations of approved Special Education Facilities under Section 14-7.02 of the School Code may not occur under the following circumstances:

- Inquiries that seek advice or clarification regarding parental rights;
- Anonymous Correspondence;
- Allegations that are not violations of special education regulations under the 23 Illinois Administrative Code Section 401 Regulations.

Section One

To: Illinois State Board of Education Department of Special Education Services Attn: Nonpublic Special Education Programs 100 W. Randolph St. Suite 14-300 Chicago, Illinois 60601	Name of the Nonpublic Special Education Facility:
--	---

ISBE 14-7.02 (3/20) 1



 **Illinois State Board of Education**

**Nonpublic Special Education Orientation
March 2020**

Presented by:
Nonpublic Special Education Services Team
Abbey Storey, Supervisor
Helen Kossler, Principal Consultant
Christine Wietasch, Principal Consultant
Corinne Williams, Principal Consultant

00:03 37:30

- <https://www.isbe.net/Documents/Nonpublic-Special-Ed-Facility-Request-for-Review-Form.pdf>
- 23 Illinois Administrative Code 401.30



Illinois State Board of Education

Nonpublic Special Education Program Application for Deviation Request

31



Illinois State Board of Education

100 W. Randolph St., Suite 14-300 • Chicago, Illinois 60601
www.isbe.net

Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

NONPUBLIC SPECIAL EDUCATION PROGRAM DEVIATION REQUEST INSTRUCTIONS

Form Completion

A. Request for Approval of Age Range and/or Class Size Deviations

- Submit a form for each age range and/or class size deviation requested.
- Complete the chart, recording the date of birth (DOB), age in years and months, and primary disability eligibility category of each student in the affected classroom.
- Add any student the program is requesting a deviation for indicating his/her DOB, age in years and months, primary disability eligibility category and finally the total age range of students in the affected classroom.
- Rationale Section
 1. Answer all questions/areas (any omitted sections will nullify the application); and
 2. Complete a separate full application for each class where a deviation of age range and/or class size is requested.

B. Special Education Classroom Teacher Assessment page (last page of the packet)

- Submission of this page is required.
- All question areas must be completed by the special education classroom teacher of the class for which the deviation is being requested.

Submission of Forms

1. Electronic Submission: Complete all required forms and submit electronically to your primary Principal Consultant:

Antonios Atsaves – aatsaves@isbe.net

Helen Kossler – hkossler@isbe.net

Christine Wietasch - cwjetasr@isbe.net

For questions, please contact your primary Principal Consultant by email or by telephone at (217) 782-5589.

- Fillable PDF
- 23 Illinois Administrative Code
 - 226.720
 - 401.140
- <https://www.isbe.net/Documents/Deviation-Request-App.pdf>
- 190 education/combination facilities
78 currently have approved substitute deviations (41%)



Illinois
State Board of
Education

Submitting Facility Updates

32

INSTRUCTIONS: FOLLOW INSTRUCTIONS ENCLOSED. NO OTHER FORM WILL BE ACCEPTED.

PROGRAM:

TEACHERS

START DATE	TERMINATION DATE	TEACHER'S NAME	Class Type	Disabilities in class	S/T Ratio	Age Range in class	ILLINOIS EDUCATOR IEIN NUMBER	FULL TIME	PART TIME Hrs/Wk	- ISBE Use Only - NOTICE		
										Start 5 Days	End 5 Days	Length Vacant
Intended Start Date of Program			SC - Self-Contained D - Departmentalized				Illinois educators need IEIN listed here. No need to attach certificate. For out-of-state educators, attach licenses or out-of-state certificates.					



Onsite Reviews

33

New Terminology

- Initial Evaluation
- One Year Review
- On-Site Review
- Relocation Evaluation



Initial Evaluation Visit

34

- Part of initial application pursuant to 23 IAC 401.10(c)
- Verify initial application information
- Recommend program approval or disapproval
- Review notification requirements for approved programs
- Review final approval process steps
- Answer any questions

One Year Review Visit

35

- Occurs one year after the initial program approval
- Ensure program implementation aligns with initial application
- Review program documentation for compliance
- Evaluate compliance with initial application policies
- Review notification requirements

Onsite Review Visit

36

- A means for principal consultants to become more familiar with their programs
- Ensure program implementation aligns with approved application
- Review program documentation for compliance
- Evaluate compliance with approved application policies
- Review notification requirements



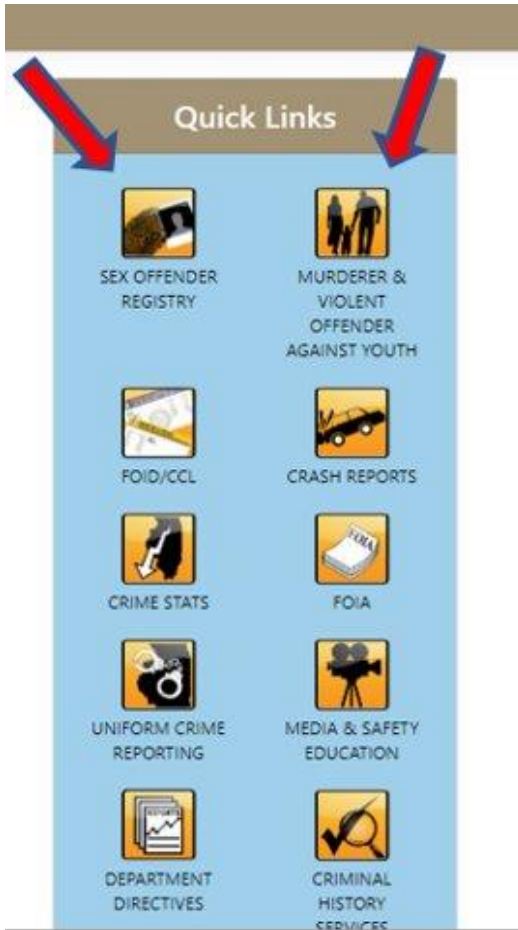
Relocation Visit

37

- Evaluate new location for health and safety and how program will be implemented in new location
- Verify updated application information
- Review notification requirements for approved programs
- Review program documentation requirements
- Answer any questions

Onsite Reviews

38



Illinois State Police website

<https://isp.illinois.gov/>



Illinois
State Board of
Education

2023 Renewal Cycle

Important Dates

39

Two Year Renewal Applications 2023-2025

- **Monday, December 5, 2022** – Two-year renewal application packets distributed by ISBE.
- **Monday, December 12, 2022** - Contact your program's primary Principal Consultant if renewal application packet not received.
- **Wednesday, March 15, 2023** - Two-year renewal applications due by electronic submission to your program's primary Principal Consultant.

Continuing Applications 2022-2024

- **Monday, December 12, 2022** – Continuing application packets distributed by ISBE.
- **Monday, December 19, 2022** - Contact your program's primary Principal Consultant if continuing application packet not received.
- **Wednesday, February 15, 2023** - Continuing applications due by electronic submission to your program's primary Principal Consultant.



Save the Dates

40

- Behavior Assessment Training Virtual Conference – November 29th – December 1, 2022
- Illinois Center for Transition and Work Symposium – April 13-14, 2023
- ISBE/Special Education Leadership Academy - Director's Conference – June 7-9, 2023





Illinois
State Board of
Education

Equity • Quality • Collaboration • Community