

## **REFERRAL TO INTERDISTRICT PROGRAMS**

The interdistrict programs are available to all of the thirteen member school districts. Referral for these services is much the same as referral for any special education services.

The referral initially may come from a parent, an agency, school personnel, or anyone else concerned with the child's welfare.

The process can begin with a verbal request for services to the local district, but it must be put into writing by the school district personnel. This confirms the district's agreement that the referral is appropriate. The BHASED Assistant can be a valuable resource when making this determination.

All parties need to understand that the answer to the referral question may well be that the interdistrict program is not an appropriate alternative for the child.

### **STEPS**

1. Local district staff refers to the key contact person identified within the district.
2. The key contact person/BHASED Assistant will assist the district team in determining whether or not they have exhausted local options.
3. If it is considered appropriate and a case study has not been completed previously, it should be completed at this time. If the case study is valid, those components which provide the rationale for a referral to a more restrictive program must be updated.

Reason for change:

- Health – medication changes and effects; changes in health status and impact on education;
  - Behavior – a history of the behavioral problems, documentation of the interventions that have been attempted, copies of disciplinary reports;
  - More intensive program – what indicates a need for change within the local district program;
  - More restrictive program with greater structure/supervision – what specifically indicates the need for greater limits.
4. The BHASED Assistant will verify that the interdistrict program is aware of the pending referral. The Assistant will work as a liaison between the interdistrict program and the local district in order to facilitate fact-finding and completion of the necessary packet of information.
  5. A copy of the completed case study, current health record, building registration form, and the most recent IEP will be attached to the referral.
  6. Release of Information should be signed by the parent to release any reports (generated by agencies or organizations other than the school district) to the interdistrict program. If a release involves a mental health agency, the student must also sign if age 12 or older.
  7. When a student with an active IEP moves into the BHASED region or is court ordered into placement and the IEP, or available information clearly reflects placement in a BHASED interdistrict program, the local district and the interdistrict staff shall cooperatively work to expedite the placement.

The following records shall minimally be made available to the prospective receiving teachers and interdistrict program administrator:

1. A Current IEP – If a “paper” IEP is not available either through parent, mail, or fax, an IEP meeting must be held in an expedited manner and an IEP developed prior to placement. Information for the IEP can be obtained by communicating with the sending school via telephone by LEA staff prior to the IEP meeting.

In cases of direct placement of a student into an interdistrict program because of mental retardation or behavior disorders which occurs without an MC/IEP meeting, an Illinois certified district school psychologist shall document support of the placement and that documentation shall be placed in the student record.

2. ISBE Required Records for School Entry

The following records are required by ISBE/DPH for all new students entering an Illinois public school and, therefore, must be made available by families of students new to the interdistrict program:

- a) Current valid physical exam
- b) Current immunization record
- c) Birth certificate or other valid proof of birth
- d) ISBE student transfer form (discipline status)

3. Other Current Essential Information – Health needs, necessary effective behavior management information, and other information that is crucial to safely maintaining the new student in a daily classroom must be shared prior to new student entry into the interdistrict program.

Other school records shall be provided to the office of the interdistrict program as soon as they become available. If the remainder of the student school record is not available (i.e. case study records), a case study shall be initiated within 30 days and the case study completed within 90 days after the first day of the placement of the student. The interdistrict team, in collaboration with local district personnel, will complete the case study and determine level and class placement.

Within 4-6 weeks after the first day of placement, the IEP team will meet to confirm or amend the student’s IEP. If a case study has been initiated, the meeting will not occur until the case study has been completed.