

Out-of-District Placements

Guidance for Special Ed. Directors

August 19, 2021

Gail Eisenhower, Education Consultant

WDE SPECIAL EDUCATION

Reference Guide: Out of District Placements

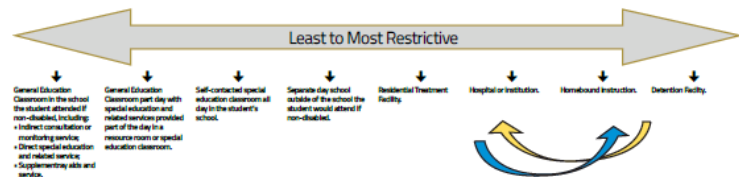
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Out-of-district placement of students with disabilities can be challenging for school districts and residential treatment facilities. There can be uncertainty around where the district's responsibility for FAPE and required procedural duties ends, and the facility's responsibility begins. In some cases, there may be questions about identification of the student's resident district, guardianship, data reporting, transfer of records, and much more. This guidance document will address three types of out-of-district placements for which the resident district maintains responsibility for FAPE: IEP Team placements, Court Ordered placements, and Medically Necessary Placements. The information contained in this document is provided as informal guidance and is not legally binding, but represents an interpretation by the Wyoming Department of Education of the Individuals with Disabilities Act (IDEA), Wyoming Department of Education (WDE) Chapter 7 Rules: Services for Children with Disabilities, Wyoming Statutes, Office of Special Education Programs (OSEP) guidance letters, relevant case law, and WDE Special Education Programs Policies and Procedures.

IEP Team Placements

School districts and public agencies must ensure that a continuum of placements is available to meet the needs of children with disabilities for special education and related services. A district's duty to offer a residential placement hinges on whether the student requires a residential placement in order to receive Free Appropriate Public Education (FAPE). Failure to consider a residential placement despite a student's identified need can potentially amount to a denial of FAPE. The continuum of alternative placements includes: the general education classroom, resource room, self-contained special education classroom, separate school, residential treatment facility, hospital or institution, homebound instruction, and detention facilities. *34 CFR §300.115(a)(b)(1)*.

Continuum of Alternative Placements under the IDEA



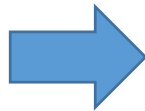
(Fig. A)

<https://edu.wyoming.gov/wp-content/uploads/2021/07/Out-of-District-Placements.pdf>

<https://edu.wyom>



FOR DISTRICT LEADERSHIP	
ACCOUNTABILITY	
ACCREDITATION	
ASSESSMENT – STATE SYSTEM	
CONTENT & PERFORMANCE STANDARDS	
COURT ORDERED OR MEDICALLY NECESSARY PLACEMENT OF STUDENTS (COMPS)	
DISTRICT ASSESSMENT SYSTEM	
FEDERALLY FUNDED PROGRAMS	
GRANTS	
HEALTH & SAFETY	
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LEADER AND TEACHER EVALUATIONS SYSTEMS	
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NUTRITION	
SCHOOL FOUNDATION	
SCHOOL PROGRAMS	
SPECIAL EDUCATION PROGRAMS	
STATE SCHOOL NURSE	
STATEWIDE SYSTEM OF SUPPORT	
TRAFFIC SAFETY & DRIVER EDUCATION	



Special Education

Wyoming Department of Education

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The Wyoming Special Education Programs provide services to students with disabilities receiving special services in public schools, and communities. It is a commitment to the families we serve. In addition, the Department of Education Act (IDEA) for



WAVES 2020-21

Web-based Academic Vision & Excellence

The WDE continues to be committed to the Wyoming Department of Education (FAPE) for all students based on Academic Vision of Excellence

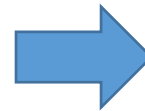
For District Leadership

Accountability
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Assessment – State System
Content & Performance Standards
Court Ordered or Medically Necessary Placement of Students (COMPS)
District Assessment System
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Special Education Programs

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Assistive Technology
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Continuous Improvement-Focused Monitoring
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Dispute Resolution
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MTSS
Next Step Assessment Clinic
Outreach Services for Deaf & Hard of Hearing
Positive Behavioral Interventions & Supports
Special Education Reporting
Special Education Resources
Technical Assistance & Guidance
Vision Outreach Services
Wyoming State Personnel Development Grant
WYSIS

State School Nurse
Statewide System of Support
Traffic Safety & Driver Education
Wyoming Youth In Foster Care
Resources & Links



Wyoming Department of Education
122 W. 25th St, Ste E200
Cheyenne, WY 82002
307-777-7675

Leadership

State System
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Technical Assistance & Guidance

Wyoming Department of Education > For District Leadership > Special Education Programs > Technical Assistance & Guidance

Contact Information

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Guidance Documents

- Out-of-District Placements SPED Guidance
- Parental Placements in Private Schools/Homeschools SPED Guidance
- ED Child Find-Eligibility Guidance
- Developmental Delay Eligibility Guidance
- Guidance Document: Allowable use of IDEA funds (Updated June 2020)
- Reference Guide: IDEA Funding Exceptions: Incidentals & Coordinated Early Intervening Services
- ESY Reference Guide
- LRE Reference Guide
- Re-evaluation Reference Guide
- Residential Placements
 - Reference Guide
 - Presentation
- Guidance on the Transfer of Educational Records

Technical Assistance Resources

- Understanding the IEP Process
- WDE TA FAPE 2015 Presentation (MS PowerPoint)

Parent Resources

- Question Bank: Transition
- Question Bank: PLAAFP
- IEP Parent Forms Training 2015 Handout

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122 W. 25th St, Ste E200
Cheyenne, WY 82002
307-777-7675

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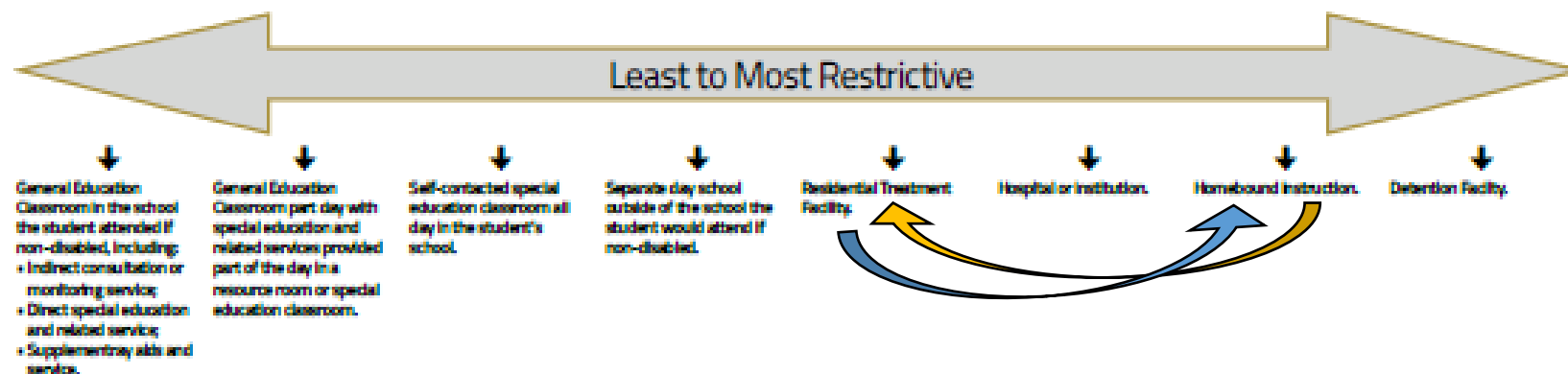
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Necessary Placements: The information contained in this document is provided as informal guidance and is not legally binding, but represents an interpretation by the Wyoming Department of Education of the Individuals with Disabilities Act (IDEA), Wyoming Department of Education (WDE) Chapter 7 Rules: Services for Children with Disabilities, Wyoming Statutes, Office of Special Education Programs (OSEP) guidance letters, relevant case law, and WDE Special Education Programs Policies and Procedures.

Continuum of Alternative Placements under the IDEA



(Fig. A)

There is sometimes confusion around which educational environment is truly more restrictive- homebound instruction or placement in a residential treatment facility. The answer is: *It depends.*

For a nondisabled student, a regular classroom placement has two main components:

1. interaction with nondisabled peers; and
2. attending school in the community in which he/she lives

- Inclusion efforts
- Comparison of likely benefits
- Mainstreaming efforts
- Physical or emotional conditions
- Behavior or regression
- Prior assessments
- Past experience
- Purpose of placement

P team must determine which of these
: If interacting with nondisabled peers is more
/ is considered less restrictive than
where the child lives is more critical,
ment in a residential treatment facility.

as taken to include the child in a special class
; including curriculum, supplementary aids and

benefits the child will receive in the local
educational benefits the child will receive in

a child's inclusion may have on the education
the local school.

was experiencing physical or emotional
's ability to learn in a local placement.
vior was so inadequate, or whether regression
fere with the child's ability to learn in a local

icational professionals actually working with
ement for educational purposes.

f for residential placement was established.
r residential placement is primarily to address

ment unless they become so severe that they
efit in a typical school setting. Typically, such
als and cannot be effectively controlled
ined staff. See *Greater Albany School District*, 49

Residential placement cannot be justified based solely on personal issues, such as student's problems with his or her family and other relationships, involvement with counter-culture groups, or violation of social norms. Standing alone, truancy does not provide a basis for residential placement. Likewise, juvenile delinquency is not automatic grounds for residential placement.

- Things to consider prior to IEP team placement
- Behavior problems may not be a basis for placement unless they become severe
- Placement cannot be based solely on personal issues (i.e. relationships, gang affiliation, violation of social norms, truancy, etc.)

Before an IEP team considers placement in a specific residential treatment facility, they must ensure that the facility has the capacity to deliver all the special education and related services required to ensure FAPE for the student. If the IEP team reaches a decision to place a child in a residential treatment facility, the decision must be explained in Prior Written Notice.

School District Responsibilities for IEP Team Placements

As per IDEA regulations and Chapter 7 Rules: Services for Children with Disabilities Section 5, the school district is responsible for completing the following actions related to the placement:

- If utilizing an electronic records management system, add designated residential treatment facility staff members as team members on the system.
- Initiate action to develop, review, or revise the IEP.
- Schedule a change of placement IEP meeting.
- Send Notice of Meeting to required members of the IEP team.
- Collaborate with residential treatment facility staff to develop a proposed IEP, ensuring that the IEP is reasonably calculated to enable the student to make appropriate progress, in light of his or her unique circumstances.
- Provide procedural safeguards and an explanation to the parent(s).
- Conduct the IEP meeting.
- Write and disseminate the IEP.

- Evaluate student progress reports to ensure adequate progress
- Obtain consent for evaluation
- Develop assessment plan
- Conduct required assessments or arrange with a 3rd party
- Accurately report student data

tice, noting the change of placement.
 ensure the student is making adequate or expected progress on
 m, as necessary.
 throughout the placement.
 :ecessary. Develop an assessment plan.
 rrange with a third party to conduct required assessment(s).
 P Team-placed students on all WDE data collections
 h a disability in a residential treatment facility, the school district or
 meeting to develop a proposed IEP for the child. The district must
 attends the meeting and has input into the development of the
 tend, the school district must use other methods to ensure
 y, including individual or conference telephone calls. *WDE Policies
 Private Schools II(B)*. Data should be provided in the PLAFFP to
 ds, including behavioral and emotional concerns.

ires therapeutic and habilitation services, including the therapeutic
 al treatment program, as related services under the IDEA is made

on an individual basis by the child's IEP team. In situations where the IEP team determines that the child's educational needs are inseparable from the child's other needs or the child is determined, on an individual basis, to require the therapeutic and habilitation components of a residential program in order to receive a free appropriate public education, in general, these services would be considered to be related services under the IDEA. *OSEP Memo 05-08, March 17, 2005.*

- Add residential treatment staff to electronic records management system
- Initiate action to develop IEP
- Schedule change of placement IEP meeting
- Send notice of meeting
- Collaborate with residential treatment staff to develop IEP
- Provide procedural safeguards to parents
- Conduct IEP meeting
- Write and disseminate IEP
- Complete Prior Written Notice

The district must ensure that the IEP team includes the child's parents, a regular education teacher, a special education teacher, a representative of the private school or facility, an individual who can interpret evaluation results, a district representative, and, whenever appropriate, the child. The district representative must be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities. He or she must also be knowledgeable about the general education curriculum, and be knowledgeable about the availability of district resources. 34 CFR §300.321. Based upon the proposed IEP and the private facility's ability to implement the proposed IEP, a placement decision should then be made that will deliver FAPE to the student in the least restrictive environment.

Throughout the child's placement, the school district remains the parent's primary point of contact. Since the district is ultimately responsible for FAPE, it is important that any communication among parties related to the IEP is routed through the school district. The school district also retains responsibility for the student's online records. Residential facility staff should be added as team members within the online system, but they should not create, duplicate, or modify online student records, other than to report progress on IEP goals.

Residential Treatment Facility Responsibilities for IEP Team Placements

As per IDEA regulations and Chapter 7 Rules: Services for Children with Disabilities Section 5, the residential treatment facility is responsible for completing the following actions related to the placement:

- Notify the child's school district or public agency of the child's arrival at the facility.
- Collaborate with the school district to develop a proposed IEP, ensuring that the facility will be able to implement special education services, related services, and progress monitoring for the child.
- Assist the school district in providing procedural safeguards and an explanation to the parent(s), as requested.
- Assist the school district in conducting the IEP meeting, as requested.
- Assist the school district in writing and disseminating the IEP, as requested.
- Monitor student progress on annual goals and ensure the student is making adequate or expected progress. Disseminate progress reports to parents and the school district, as specified in the IEP.
- Request that the school district reconvene the IEP team, as necessary.

- Work with district on re-evaluation, as requested
- Work with district on additional assessments, as necessary

Residential treatment facilities are responsible for ensuring that the IEP team includes the child's parents, a regular education teacher, a special education teacher, a representative of the private school or facility, an individual who can interpret evaluation results, a district representative, and, whenever appropriate, the child. The district representative must be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities. He or she must also be knowledgeable about the general education curriculum, and be knowledgeable about the availability of district resources. 34 CFR §300.321. Based upon the proposed IEP and the private facility's ability to implement the proposed IEP, a placement decision should then be made that will deliver FAPE to the student in the least restrictive environment.

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- District remains the primary point of contact
- District retains responsibility for online records

- Notify district of child's arrival at facility
- Collaborate with district to develop IEP
- Assist in providing procedural safeguards, as requested
- Assist in conducting IEP meeting, as requested
- Assist in writing and disseminating IEP, as requested
- Monitor student progress on annual goals and disseminate progress reports
- Request that district reconvene IEP team, as necessary

Data Collection

Students placed in residential treatment facilities are still the responsibility of the student's resident school district and must be reported by the district with a primary enrollment record on the WDE-684. If the district has an active IEP for the student, then the district will report the SPED data. When entering data for IEP Team-placed students on the WDE-684, districts must use the following codes:

WDE-684 Data Element	Code for IEP Team-Placed Students
Student Concurrent Enrollment	N
Service School ID	Service School IDs for approved Wyoming Institutional Schools can be found in the WDE Directory under Other Accredited Education Sites. Valid Service School IDs may also be obtained by contacting the WDE Collection Steward at 307-777-8751.
Student Environment	RF – Residential Facility
Exit Type	Null 469 – Placed in an Institution If a student continues to receive educational services provided by the institution, the student's resident district must continue to report a primary (non-concurrent) enrollment record for the student and remains accountable for the student.

Court-Ordered Placements

A concern expressed by some school districts is that students are sometimes court ordered to residential treatment facilities, unbeknownst to the district. This should never happen, because there are statutory regulations requiring a representative of the district to participate in the pre-placement process. The district may be apprised of the student's placement via an invitation to participate on a multidisciplinary team, a records request, or even by word of mouth. Regardless of how a district becomes aware that a child with a disability has been court ordered to a residential treatment facility, it is incumbent upon the district to immediately contact the facility and initiate action to develop, review, or revise the child's IEP.

Wyoming statutes require courts to appoint a multidisciplinary team (MDT) in all child abuse and neglect, child in need of supervision (CHINS) and delinquency cases. MDTs review the child's personal and family history; school, health and Department of Family Services records; and any other pertinent information for the purpose of making placement decisions and other written recommendations to the juvenile court. *W.S. §§14-3-427(e), 14-6-427(e), 14-6-227(f).*

Per *W.S. §14-6-227(c)*, the multidisciplinary team shall include the following:

- (i) the child's parent, parents or guardian;
- (ii) a representative of the school district who has direct knowledge of the child and, **if the child receives special education, is a member of the child's individualized education plan team;**
- (iii) a representative of the department;
- (iv) the child's psychiatrist, psychologist or mental health professional;
- (v) the district attorney or his designee;

Questions

about IEP Team Placements?



Data Collection

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- (i) the child's parent, parents or guardian;
- (ii) a representative of the school district who has direct knowledge of the child and, **if the child receives special education, is a member of the child's individualized education plan team;**
- (iii) a representative of the department;
- (iv) the child's psychiatrist, psychologist or mental health professional;
- (v) the district attorney or his designee;

- (vi) the child's attorney or guardian ad litem, if one is appointed by the court;
- (vii) the volunteer lay advocate, if one is appointed by the court; and
- (viii) the foster parent.

The IEP team member who serves as a member of the multidisciplinary team should ensure that, if a residential treatment facility placement is recommended, the facility has the resources and expertise required to implement the child's IEP.

In the placement order the court shall declare the child's school district or school districts of residency in any district or districts which it deems proper in the best interests of the child. The declaration by the court shall be binding upon the school districts. *W.S. §21-13-315(h)*. In the event that the court order does not specify the child's district of residency, the district where the child's parent(s) reside at the time of placement shall be designated as the resident district.

Resident District Responsibilities for Court Ordered Placements

As per IDEA regulations and Chapter 7 Rules: Services for Children with Disabilities Section 5, the resident district is responsible for completing the following actions related to court ordered placements of students with disabilities:

- Ensure that a member of the child's IEP team serves as a member of the district court Multi-Disciplinary Team.
- If utilizing an electronic records management system, add designated residential treatment facility staff members as team members on the system.
- Initiate action to develop, review, or revise the IEP.
- Schedule change of placement IEP meeting.
- Send Notice of Meeting to required members of the IEP team.
- Collaborate with residential treatment facility staff to develop a proposed IEP, ensuring that the IEP is reasonably calculated to enable the student to make appropriate progress, in light of his or her unique circumstances.
- Provide procedural safeguards and an explanation to the parent(s).
- Conduct the IEP meeting.
- Write and disseminate the IEP.
- Complete and send Prior Written Notice, noting the change of placement.
- Evaluate student progress reports to ensure the student is making adequate or expected progress on annual goals. Reconvene the IEP team, as necessary.
- Ensure the student receives FAPE throughout the placement.
- Obtain consent for evaluation, as necessary. Develop an assessment plan.
- Conduct required assessment(s), or arrange with a third party to conduct required assessment(s)
- Accurately report student data for court-placed students on all WDE data collections

- Ensure that a member of the child's IEP team serves on MDT
- Resident district responsibilities for court-ordered placements are essentially the same as for IEP team placements

Court ordered placements occur throughout the calendar year, including periods when schools are not in session. The resident district must ensure that a designated district representative is identified to fulfill all resident district responsibilities for court ordered placements if the need arises during school breaks. The

Court ordered placements occur throughout the calendar year, including periods when schools are not in session. The resident district must ensure that a designated district representative is identified to fulfill all resident district responsibilities for court ordered placements if the need arises during school breaks. The resident district should provide the name and contact information of the designated district representative to the county district attorney responsible for juvenile court ordered placements.

When a student is placed in a court-ordered placement, the district must report the placement to the WDE. If the district has an active IEP for the student, then the district will report the SPED data. When entering data for court-placed students on the WDE-684, districts must use the following codes:

WDE-684 Data Element	Code for Court-Placed Students
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Residential Treatment Facility Responsibilities for Court Ordered Placements

As per IDEA regulations and Chapter 7 Rules: Services for Children with Disabilities Section 5, the residential treatment facility is responsible for completing the following actions related to a court ordered placement:

- Notify the child's resident district of the child's arrival at the facility.
- Collaborate with the resident district to develop a proposed IEP, ensuring that the facility is able to implement special education services, related services, and progress monitoring for the child.
- Assist the resident district in providing procedural safeguards and an explanation to the parent(s), as requested.
- Assist the resident district in conducting the IEP meeting.



- Responsibility for re-evaluation remains with the district
- Responsibility for Child Find remains with the district

- Assist the resident district in writing and disseminating the IEP.
- Monitor student progress on annual goals and ensure the student is making adequate or expected progress. Disseminate progress reports to parents and the resident district, as specified in the IEP.
- Request that the resident district reconvene the IEP team, as necessary.
- If re-evaluation or additional assessments are required, work with the resident district to develop an assessment plan.
- Work with the resident district to conduct required assessments (if), as requested, and if the facility has the resources and expertise to do so.

Approved residential treatment facilities providing educational services for court ordered students, including programs for children with disabilities provided by a Board of Cooperative Educational Services (BOCES), shall bill WDE directly for educational costs of court ordered placements. *W.S. §21-13-315 and WDE Chapter 14 Rules: Education Program Approval of Public and Private Institutions Receiving State Funds for the Education Costs of Students.*

If at any time a child's placement is found to be educationally inappropriate or not the least restrictive placement available, the district should notify the child's DFS caseworker or county district attorney for referral back to the court, along with a recommendation on what would be a more suitable placement. *W.S. §21-13-315 (e).*

Medically Necessary Placements

Unlike other placements where a parent unilaterally decides to dis-enroll his or her child with a disability from public school and place the child in a private school, homeschool, or residential facility under private insurance, when a child is placed by his or her parent(s) in a psychiatric residential treatment facility (PRTF) and the Wyoming Department of Health has determined that the placement is medically necessary under *W.S. §42-4-103(a)(xvi)*, the resident district maintains primary enrollment of the student and responsibility for FAPE.

Upon placement or admittance of a child with a disability in a PRTF as a medically necessary placement, the facility shall notify the WDE and the student's resident district in writing within 72 hours of placement. *W.S. §21-13-336(b).* The "resident school district" in the case of a medically necessary placement is defined as the district in which the child's custodial parent or guardian resides at the time of the child's placement in the PRTF. *W.S. §21-13-336(k).*

Within 7 days of receiving notice from the PRTF, the resident school district shall notify the PRTF of the manner in which educational services shall be provided to the child. *W.S. §21-13-336(b).* The resident district shall either:

1. Request the facility provide the educational services to the student;
2. Deliver the educational services directly to the student; or
3. Contract with the school district in which the psychiatric residential treatment facility is located to provide educational services to the student.

If the resident district chooses to provide educational services directly to the student, or contracts with another district to provide educational services, it shall continue to count the student among its Average Daily Membership (ADM). If the PRTF provides educational services to the student, the resident district must

- Facilities bill WDE for educational costs

If at any time a child's placement is found to be educationally inappropriate or not the least restrictive placement available, the district should notify the child's DFS caseworker or county district attorney for referral back to the court, along with a recommendation on what would be a more suitable placement.

W.S. §21-13-315 (e).

Questions

about Court-Orderd Placements?



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1. Request the facility provide the educational services to the student;
2. Deliver the educational services directly to the student; or
3. Contract with the school district in which the psychiatric residential treatment facility is located to provide educational services to the student.

If at any time a child's placement is found to be educationally inappropriate or not the least restrictive placement available, the district should notify the child's DFS caseworker or county district attorney for referral back to the court, along with a recommendation on what would be a more suitable placement. *W.S. §21-13-315 (e)*.

Medically Necessary Placements

Unlike other placements where a parent unilaterally decides to dis-enroll his or her child with a disability from public school and place the child in a private school, homeschool, or residential facility under private insurance, when a child is placed by his or her parent(s) in a psychiatric residential treatment facility (PRTF) and the Wyoming Department of Health has determined that the placement is medically necessary under *W.S. §42-4-103(a)(xvi)*, the resident district maintains primary enrollment of the student and responsibility for FAPE.

Upon placement or admittance of a child with a disability in a PRTF as a medically necessary placement, the facility shall notify the WDE and the student's resident district in writing within 72 hours of placement. *W.S. §21-13-336(b)*. The "resident school district" in the case of a medically necessary placement is defined as the district in which the child's custodial parent or guardian resides at the time of the child's placement in the PRTF. *W.S. §21-13-336(k)*.

Within 7 days of receiving notice from the PRTF, the resident school district shall notify the PRTF of the manner in which educational services shall be provided to the child. *W.S. §21-13-336(b)*. The resident district shall either:

1. Request the facility provide the educational services to the student;
2. Deliver the educational services directly to the student; or
3. Contract with the school district in which the psychiatric residential treatment facility is located to provide educational services to the student.

If the resident district chooses to provide educational services directly to the student, or contracts with another district to provide educational services, it shall continue to count the student among its Average Daily Membership (ADM). If the PRTF provides educational services to the student, the resident district must

When a child is placed by his or her parent(s) in a psychiatric residential treatment facility (PRTF) and the Wyoming Department of Health has determined that the placement is medically necessary under *W.S. §42-4-103(a)(xvi)*, the resident district maintains primary enrollment of the student and responsibility for FAPE.

eliminate the student from its ADM. W.S. §21-13-336(d). Regardless of who provides educational services to the child, the district continues to maintain the student's primary enrollment and responsibility for FAPE.

The resident district may choose to allow the PRTF to provide educational services, excluding IEP services, which the district will either provide directly to the student or contract with another district to provide to the student. In either case, the resident district must eliminate the student from its ADM, but may seek reimbursement through the WDE-401 for the cost of the IEP services.

If the PRTF does not receive notification from the school district regarding educational services for the student within 7 days, as required by W.S. §21-13-336(b) the facility will provide educational services to the student, provided the facility has an education program certified and approved by the WDE.

Resident District Responsibilities for Medically Necessary Placements

Because this type of placement requires approval by the Wyoming Department of Health in order to qualify as a medically necessary placement, the resident district adheres to the procedures outlined in W.S. §21-13-336 and Chapter 7 Rules: Services for Children with Disabilities Section 5(h)(i), *Residential Placement by Another Entity*. A "public entity," under Chapter 7 Rules, is defined as a "public agency or court."

As per W.S. §21-13-336 and Chapter 7 Rules: Services for Children with Disabilities Section 5(h), the resident district is responsible for completing the following actions related to medically necessary placement of students with disabilities:

- Within seven (7) days of receiving written notice from the PRTF that the child has been placed or admitted to the facility, notify the PRTF as to the manner in which educational services shall be provided to the child.
- Adjust the child's ADM in the student information system, as necessary.
- If utilizing an electronic records management system, add designated PRTF staff members as team members on the system.
- Initiate action to develop, review, or revise the IEP.
- Schedule change of placement IEP meeting.
- Send Notice of Meeting to required members of the IEP team.
- Collaborate with residential treatment facility staff to develop a proposed IEP, ensuring that the IEP is reasonably calculated to enable the student to make appropriate progress, in light of his or her unique circumstances.
- Provide procedural safeguards and an explanation to the parent(s).
- Conduct the IEP meeting.
- Write and disseminate the IEP.
- Complete and send Prior Written Notice, noting the change of placement.
- Evaluate student progress reports to ensure the student is making adequate or expected progress on annual goals. Reconvene the IEP team, as necessary.
- Ensure the student receives FAPE throughout the placement.
- Obtain consent for evaluation, as necessary. Develop an assessment plan.
- Conduct required assessment(s), or arrange with a third party to conduct required assessment(s)
- Accurately report student data for medically necessary placed students on all WDE data collections

PRTF Responsibilities for Medically Necessary Placements

As per W.S. §21-13-336 and Chapter 7 Rules: Services for Children with Disabilities Section 5(h), the PRTF is responsible for completing the following actions related to medically necessary placements:

- Within seventy-two (72) hours of placement, notify the WDE and the child's resident district of the child's arrival at the facility as a medically necessary placement, and inquire as to the manner in which educational services should be provided.
- Collaborate with the resident district to develop a proposed IEP, ensuring that the PRTF is able to implement special education services, related services, and progress monitoring for the child.
- Assist the resident district in providing procedural safeguards and an explanation to the parent(s), as requested.
- Assist the resident district in conducting the IEP meeting.
- Assist the resident district in writing and disseminating the IEP, as requested.
- Monitor student progress on annual goals and ensure the student is making adequate or expected progress. Disseminate progress reports to parents and the resident district, as specified in the IEP.
- Request that the resident district reconvene the IEP team, as necessary.
- If re-evaluation or additional assessments are required, work with the resident district to develop an assessment plan.
- Work with the resident district to conduct required assessment(s), as requested, and if the PRTF has the resources and expertise to do so.

Data Collection

Students placed in a PRTF by parents and approved by the Wyoming Department of Health are still the responsibility of the student's resident school district and must be reported by the district with a primary enrollment record on the WDE-684. If the district has an active IEP for the student, the district will report the SPED data. When entering data for medically necessary placed students on the WDE-684, districts must use the following codes:

WDE-684 Data Element	Code for Medically Necessary Placed Students
Student Concurrent Enrollment	N
Service School ID	Service School IDs for approved Wyoming Institutional Schools can be found in the WDE Directory under Other Accredited Education Sites. Valid Service School IDs may also be obtained by contacting the WDE Collection Steward at 307-777-8751.
Student Environment	HH – Hospital or Homebound
Exit Type	NULL 469 – Placed in an Institution If a student continues to receive educational services provided by the institution, the student's resident district must continue to report a primary (non-concurrent) enrollment record for the student and remains accountable for the student.

Questions

About Medically Necessary Placements?



Out-of-District Placement Responsibility for FAPE and Funding

Type of Placement	Primary Enrollment	FAPE/IEP Responsibility	Educational Services Provided by	IEP Services Provided by	WDE-600 ADM	WDE-401	WDE- COMPS	Responsibility for Payment	Statute
IEP Team	Resident District	Resident District	Facility	Facility	N/A	Resident District	N/A	Resident district contracts with facility to provide room & board, educational services, and IEP services; Resident district is reimbursed by WDE-401.	Chapter 44 and WDE-401 Allowable Costs
IEP Team	Resident District	Resident District	Facility	Resident District	N/A	Resident District	N/A	Resident district contracts with facility to provide room & board and educational services, and resident district provides IEP services; Resident district is reimbursed by WDE-401.	Chapter 44 and WDE-401 Allowable Costs
Court Ordered	Resident District	Resident District	Facility	Facility	N/A	N/A	Facility	Facility provides educational services and IEP services; Facility receives WDE-COMPS for educational services and IEP services.	W.S. §21-13-315
Court Ordered	Resident District	Resident District	Facility	Resident District	N/A	Resident District	Facility	Facility provides educational services and resident district provides IEP services; Facility receives WDE-COMPS for educational services, and resident district is reimbursed by WDE-401 for IEP services.	W.S. §21-13-315
Court Ordered	Resident District	Resident District	Facility	District Where Facility is Located	N/A	Resident District	Facility	Facility provides educational services and the district where the facility is located provides IEP services; Facility receives WDE-COMPS for educational services; resident district contracts with the district where the facility is located and is reimbursed by WDE 401 for IEP services.	W.S. §21-13-315
Court Ordered	Resident District	Resident District	Resident District	Resident District	Resident District	Resident District	N/A	Resident district provides educational services and IEP services; Resident district claims ADM for educational services and is reimbursed by WDE-401 for IEP services.	W.S. §21-13-315

Out-of-District Placement Responsibility for FAPE and Funding

Type of Placement	Primary Enrollment	FAPE/IEP Responsibility	Educational Services Provided by	IEP Services Provided by	WDE-600 ADM	WDE-401	WDE- COMPS	Responsibility for Payment	Statute
Medically Necessary Placement	Resident District	Resident District	PRTF	PRTF	N/A	N/A	PRTF	PRTF provides educational services and IEP services; PRTF receives WDE-COMPS for educational services and IEP services.	W.S. 521-13-336
Medically Necessary Placement	Resident District	Resident District	PRTF	Resident District	N/A	Resident District	PRTF	PRTF provides educational services and resident district provides IEP services; PRTF receives WDE-COMPS for educational services; Resident district is reimbursed by WDE-401 for IEP services.	W.S. 521-13-336
Medically Necessary Placement	Resident District	Resident District	PRTF	District Where PRTF is Located	N/A	Resident District	PRTF	PRTF provides educational services and the resident district contracts with the district where the PRTF is located to provide IEP services; PRTF receives WDE-COMPS for educational services and the resident district is reimbursed by WDE-401 for IEP services.	W.S. 521-13-336
Medically Necessary Placement	Resident District	Resident District	Resident District	Resident District	Resident District	Resident District	N/A	Resident district provides educational services and IEP services; Resident district claims ADM for educational services and is reimbursed by WDE-401 for IEP services.	W.S. 521-13-336
Medically Necessary Placement	Resident District	Resident District	District Where PRTF is Located	District Where PRTF is Located	Resident District	Resident District	N/A	Resident District contracts with the district Where the PRTF is located to provide educational services and IEP services; Resident district claims ADM for educational services and is reimbursed by WDE-401 for IEP services.	W.S. 521-13-336

Evaluation

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1573>

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*Thank
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