

## Tuition Placement

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Teacher: \_\_\_\_\_

Placing a student out of district is a very important decision and should be given a lot of consideration. A tuition placement is the second most restrictive placement available. It often denies the student access to his non-disabled peers and prevents exposure to the general education curriculum. This decision is made by the student's IEP team with input from Special Services Administration. Before a student is placed in a tuition setting, every attempt to meet his needs in the Camden City School District must be made.

✓	When:	Task:	Completed:
	As soon as you are aware that the student is having difficulty in his current placement	Contact the Special Education Lead Educator via the Comprehensive Request Form. Include detailed information about the student's areas of struggle, the current setting, and the interventions attempted. Note this in the Contact Log.	
	As soon as you are aware that the student is having difficulty in his current placement	If the student's needs are behavioral, provide the classroom teacher and any classroom/personal para with a link to the Tier 1 and Tier 2 Infractions Form (or the Preschool Behavior Tracker, if the student is in preschool or kindergarten.) Encourage staff to use the form with fidelity. Note this in the Contact Log.	
	As soon as you are aware that the student is having difficulty in his current placement	If the student's needs are behavioral, reach out to the Behavior Specialist in your school, or complete an Interactive Kids Request.	

**If the above steps have been completed with no improvement, schedule an Assess/Review/Revise meeting.**

### Before the meeting:

✓	When:	Task:	Completed:
	At least 15 days before the meeting	Speak with the student's teacher regarding his progress in the classroom. Remind the teacher to complete the Behavior Tracker. Note this in Contact Log.	
	At least 10 days before the meeting	Observe the student. Complete the observation using the CST google form and upload it to the student's document repository.	
	At least 10 days before the meeting	Schedule the meeting.	
	At least 10 days before the meeting	Create and mail the invitation to the parent. Check the Meeting Participants tool for required participants; send the invitation via email to each of the required participants. <b>Send a separate email inviting the SPED LE to the meeting.</b>	
	At least 1 week before the meeting	Check with the school nurse to see if the student has any new medical concerns – Note this in Contact Log.	
	At least 1 week before the meeting	Look at the student's current and previous report cards. Check grades and attendance patterns, as well as any conduct reports in Genesis. Print out and review the data in the "Student Infractions" and "Student Trends" tabs of the Tier 1 and Tier 2 spreadsheet.	
	At least 1 week before the meeting	Upload any documentation regarding the student to the Document Repository (student observation, Tier 1 and Tier 2 data, medical documents, etc).	
	At least 1 week before the meeting	Review all information with your team during a Weekly Calibration Meeting.	
	2 days before the mtg	Send an email reminder to the student's teacher and to the SPED LE.	

### At the meeting you should have:

✓	Item:
	Your charged laptop
	Any documentation regarding the student's current concerns or progress in the classroom.
	A copy of the draft IEP

**During the meeting:**

- If the parent does not attend, call the parent. Ask if he/she can participate by phone. Note this in Contact Log. If you cannot reach the parent, hold the meeting.
- Introductions: Allow each person present to introduce him/herself.
- State the purpose of the meeting.
- Start by asking the parent what his/her concerns are. Ask questions about the student’s functioning/behavior at home.
- Ask the teacher to speak about the student’s functioning at school. Review all current interventions and their results.
- All participants should have the opportunity to ask questions and/or give information about the student.
- Take notes on your laptop about the information shared at the meeting.
- As a team, review the student’s needs and the services available in Camden City School District. For instance:

✓	Student Need:	CCSD Offers:	Tuition Placement Might Offer:
	Behavior services	Restraint	Restraint for a student who needs to be restrained 3+ times daily
	Behavior services	Safe space for time-outs, temporary removal from stimulus	Padded rooms Space for long term (1 hour+) meltdowns several times per day
	Behavior Services	Individualized behavior plan; personal aide to implement behavior plan; behavior specialist	Intensive, school-wide behavior plan, often at the cost of academic rigor.
	Class size	Smaller class setting	(No additional services – tuition placements follow NJAC guidelines for class size)
	Communication	AAC Device; FM system; Teacher of the Deaf; Sign Language Interpreter	Access to the Deaf Community (limited/no access to non-deaf peers)
	Instruction	VB Mapp; customized curriculum; slower pace; individualized instruction	(No additional services available)
	Medical needs	Personal Nurse	Intensive medical intervention, such as for a student on life support
	Mental Health	School Counseling	Psychiatric care (doctor’s order is required)
	Personal Help	Individual aide	(No additional services available)
	Visual needs	Large print text; specialized lighting; magnification	Instruction in Braille

- If CCSD **does** has services available to meet the student’s needs, add these services to the student’s IEP. **All** start dates should be 15 days after the meeting date.

**Finalize the IEP**

- Print out the full IEP and give a copy of all paperwork, including the PRISE, to the parent.
- If the parent is not present, send a copy of all meeting paperwork, including the PRISE, to the parent. Attempt to contact the parent to discuss the meeting. If student is eligible, wait 15 days for a parent response. If the parent does not respond, the IEP is implemented as written.

If CCSD does **not** have services available to meet the student’s needs, the team must determine if a tuition placement is appropriate. If a tuition placement is appropriate, the parent must be informed that:

- A private school is not guaranteed. If another public school accepts the student, that placement cannot be declined.
- A tuition placement is a **temporary** placement. The district will work toward obtaining the services the student needs. When this occurs, the student will return to the district.

The IEP Team must determine all services that the student requires in the tuition placement, such as related services, specialized equipment or settings, or specialized behavior interventions. Take notes of all required services.

If the student is an imminent danger to himself or others, the IEP team may determine that he should be on Home Instruction until a placement is found. In this case, follow the Home Instruction (Non-Medical) Template.

*In process tracking:*

- Meeting or Agreement Result - > Yes
- Assess Progress and Review or Revise IEP
- Date: Today’s date
- Click “ADD”
- In the Meeting Information section, Comment area, write a brief summary of the meeting. Click “Save & Return.”

Ask all participants to sign the Participation Page. If someone participated by phone, write in “Participated by Phone” next to their name. Do not allow anyone who did not participate to sign this page.

**After the Meeting:**

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Upload the participation page to the student’s document repository.	
	Within 1 business day of the meeting	Upload any additional documentation that you received at the meeting.	
	Within 3 business days of the meeting	Send all original documents to the file room.	
	Within 3 business days of the meeting	Follow up with the parent if he/she was not present. Note this in contact log.	
	Ongoing	If a tuition placement was warranted, discuss the status of the placement at each Weekly Calibration Meeting.	

**To Find a Tuition Placement:**

✓	When:	Task:	Completed:
	Within 1 business day of the meeting	Complete the first paragraph of Form E (attached) and send it to availableplacements.camden@doe.state.nj.us	
	Within 3 business days of the meeting	Complete the Core Bill Process in the “SPED Letters” tab of your Cohort Spreadsheet. In the “TO” field, select Camden County Supervisor. Be very detailed and specific about the student’s needs. Use only student initials, not full names. Save this form as a PDF.	
	Within 3 business days of the meeting	Complete the Justification for Private School Placement in the “SPED Letters” tab of your Cohort Spreadsheet. In the “TO” field, select Camden County Supervisor. Be very detailed and specific about the student’s needs. Save this form as a PDF; email the PDF to the Placement Specialist.	
	Within 1 business day of receiving a response from Form E	Send the completed Core Bill Process to any public schools identified by the state as having possible placements.	

If a public school indicates that they have space available in their program, communicate with that district's representative to ensure that the setting is appropriate for the student.

If no public schools have an appropriate program for the student, reach out to private schools to determine availability. Have the parent complete a Release of Records for each school you contact. Complete the application process (individual to each school) if the school has availability.

The new setting may request records such as: current IEP, current evaluations, current behavior plan, etc. The new setting may require that the parent and/or student tours the facility before acceptance. If this is the case, help facilitate setting up a date and time with the facility and parent.

Once the student is accepted by a tuition placement:

- Request an acceptance letter from the facility. Upload the letter to the student's Document Repository and scan a copy to the Placement Specialist.
- The facility may request a Letter of Intent. If so, this is found in the "SPED Letters" tab of your Cohort Spreadsheet.
- Adjust the student's Placement Category and Placement Location 1 in the Team Recommendations Section of the IEP. You will remain Case Manager for the first 30 days after the student starts the new placement.
- Communicate with the school to determine what courses or programs should be listed in the Special Education Programs section of the IEP, along with the correct frequency and duration.
- Ensure that all required related services are listed.
- Ensure that transportation is listed.
- All start dates should be 15 days after the IEP is finalized.
- Ensure that the Removal from General Education section is completed in full.
- Review the **entire** IEP to ensure that it is correct and consistent throughout.

**Finalize the IEP**

**After the Placement is Determined:**

✓	When:	Task:	Completed:
	Within 1 business day of finalizing the IEP.	Alert the Placement Specialist by completing the Comprehensive Request Form. Indicate that the student's placement and transportation have changed.	
	Within 1 business day of finalizing the IEP.	Contact the parent to indicate that the IEP has been finalized and when the student will start in the new placement. Note this in Contact Log.	
	Within 3 business days of finalizing the IEP.	Email the Tuition Team to alert them that the student will become a tuition student.	
	Within 15-20 days of the student starting the new placement.	Contact the new placement to ensure that the student's transition is going smoothly. If any IEP changes are needed, hold an Assess/Review/Revise meeting to make the necessary adjustments.	

## Form E-Mail for Request for Placement Option Information

School personnel from the **Camden City** school district are considering placement of student \_\_\_\_ (student's initials only) in a special class program not available in our district. The student is \_\_\_\_ years old, and the class type being considered is \_\_\_\_\_.

We have reviewed available information regarding special class programs in other public school districts and determined that the following special class programs are available: \_\_\_\_\_. Please provide information on any available in-district special class programs in your county other than those indicated above.

Thank you.

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Director of Special Services (or other delegated person).

DATE: \_\_\_\_\_