

Private School Placements and the Special Education Continuum of Services

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CSA Conference

Agenda

- **Legal Requirements of Individuals with Disabilities Education Act (IDEA) & Continuum of Placement Options**
- **Least Restrictive Environment**
- **Factors Influencing IEP Team Decisions Regarding Placements**
- **Efforts Implemented by IEP Teams to Meet Least Restrictive Environment Requirement**
- **Case Studies**

Individuals with Disabilities Act (IDEA) Requirements

- All students, regardless of their disability, must be provided a free and appropriate public education (FAPE)
- Least Restrictive Environment
- Continuum of Services
- Inclusive Practices in Special Education
- Parent Consent Requirements for IEP Team Implementation

Free Appropriate Public Education

FAPE

Free for the student and parent

States/Localities chiefly fund “excess costs”

Some federal IDEA grant funds, but services funded less than 20%

Appropriate

Reasonably designed so the student can derive benefit

Individualized

Public

Exhaust public options

Least Restrictive Environment LRE

A student with a disability must be educated with non-disabled peers “to the maximum extent appropriate with the supports and services needed...”

2015 Percent of SWD in Private Day Placements:

Division	Child Count	Private Day	Percent
CCPS	7300	135	1.8%
Culpeper	845	11	1.3%

Least Restrictive Environment (LRE)

Accountability: State Performance Plan

Indicator 5: School Age Least Restrictive Environment (LRE) Chesterfield	Division Performance 2013-2014	2013-2014 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day.	77.13%	≥68.0%	Yes
5b. Students included in regular classroom less than 40% of the day.	8.18%	≤12.0%	Yes
5c. Students served in separate public or private school, residential, home-based or hospital facility.	1.89%	≤3.5%	Yes

Least Restrictive Environment (LRE)

Accountability: State Performance Plan

Indicator 5: School Age Least Restrictive Environment (LRE) Culpeper	Division Performance 2013-2014	2013-2014 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day.	52.65%	≥68.0%	No
5b. Students included in regular classroom less than 40% of the day.	17.65%	≤12.0%	No
5c. Students served in separate public or private school, residential, home-based or hospital facility.	3.74% (includes DSS and other non-IEP team placements)	≤3.5%	No

Continuum of Services

The range of services available to students with disabilities

Less Restrictive



More Restrictive

Gen Ed
no- some
support

Pull-Out

Self-
Contained

Public
Day

Private
Day

Homebound
Homebased

Hospital
Residential

Inclusive Practices in Special Education

Inclusive = The services and placement options for ALL students are considered first in the general education class with supports and services

Localities must justify every decision to provide services and placement options outside general education

Accountability Challenge: Educating children with intensive behavioral problems in an inclusive general education setting where the overriding pressure is for all children to succeed academically.

Parent Consent in Special Education

Parent consent required for:

- Evaluation
- Eligibility
- IEP
- Termination of Services

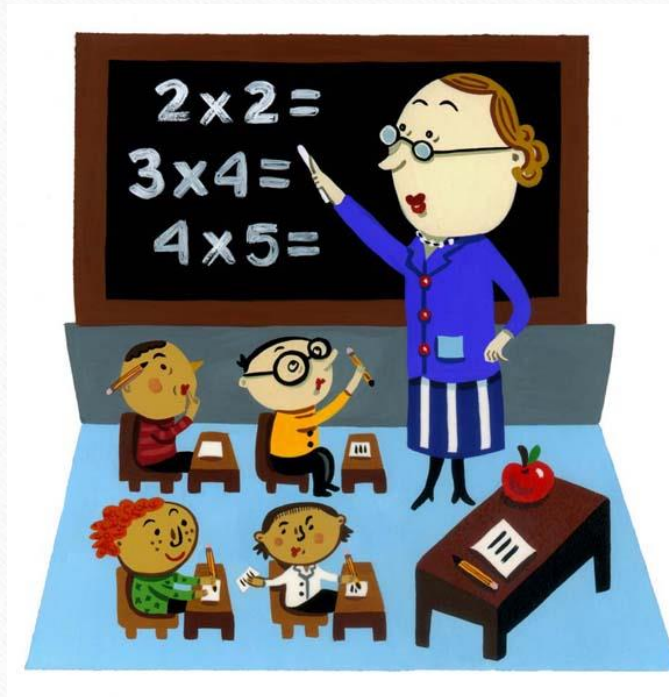
Virginia exceeds IDEA requirements for parent consent, including termination of services

- Until parent signs consent for a change in the services or placement of an IEP, services and placement must continue according to the most recent IEP with parent signed consent
- Placement continues despite proposals for LESS restrictive placement

Factors Influencing IEP Team Decisions Regarding Placements

- IDEA requirement that special education services must provide “reasonable benefit” (i.e., student has to make progress)
- Parent involvement and preference
- Parent advocates and/or attorneys
- Dangerous and disruptive students that interfere with the learning of other students in general education and special education
- Dysfunctional home environments, trauma, and other environmental factors that spill into school
- Students who transfer into our school division with an existing IEP for private day

Efforts to Address LRE (or keeping students in the public school setting)



Supports & Accommodations in the General Education Setting

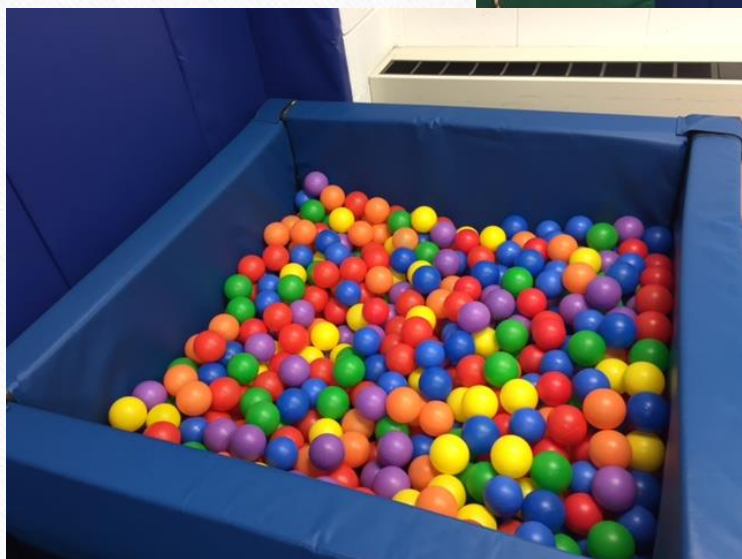
- Behavior plans, rewards systems, safety contracts, etc.
- Assistive technology – laptops, augmentative communication, visual aides
- Paraeducator, counselor, Therapeutic Day Treatment (TDT) support
- Accommodations such as preferential seating, modified assignments, read-aloud, scribe, specialized seating systems, etc.



Autism Self-Contained Classrooms

- Low teacher-student ratio (8 students 1 teacher, 3 or 4 paraeducators, some students with 1:1, related services providers); Autism Day Treatment
- Specialized environment – work stations, technology, time out/cool down areas,
- “Sensory Rooms”
- Explicit social skills instruction
- TeachTown for academics and social skills
- Applied Behavior Analysis (ABA) – complex Discrete Trial Training (DTT) programming for each student; STAR training;
- Board Certified Behavior Analysts who design program, train & coach staff, and oversee programming

Sensory Room



ED Self-Contained Classrooms

- Intensive Day Program in public school – 1:5 ratio
- Intensive behavior management system, individualized for each student
- Zones of Regulation, Life Space Interview, Check In-Check Out
- MANDT for de-escalation and restraint/seclusion
- Social skills instruction
- Instruction in self-regulation, anger management, problem solving
- Individual & group psychological/social worker counseling
- PBIS
- Contract for non-Medicaid TDT services, highly trained behavioral assistants

The Bottom Line....Primary Reason IEP Teams Make Private School Placements

- Aggression
- Dangerous behaviors
- And injuries



Steps to Prevent & Eliminate Dangerous Aggressive Behavior

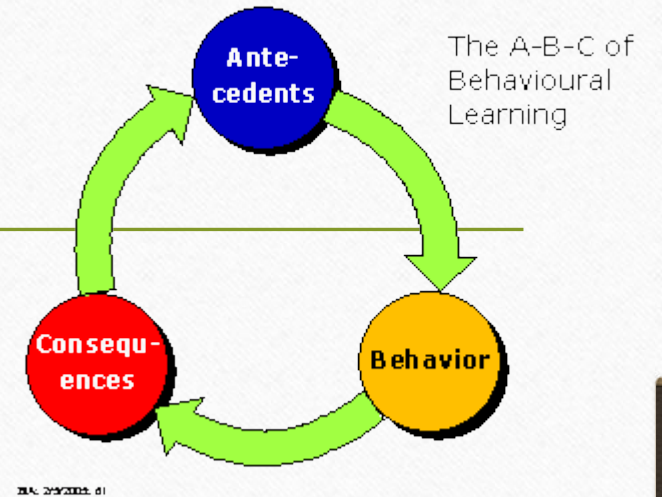
- Use of Evidence-Based Practices
- Visual strategies & supports, augmentative communication
- Training in PBIS – school wide
- Multi-Tiered System of Supports (MTSS) (VTSS)
- Training in de-escalation techniques & restraint

Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)

- Scientific process of identifying the function of a student's behavior – all behavior has a function
- Primary functions include Attention, Escape/Avoidance, To Gain A Tangible, Sensory
- Using the function of behavior, a Behavior Intervention Plan is developed identifying preventative techniques, environmental controls, teaching replacement behavior, crisis intervention.

What Happens When Aggressive Behavior Persists?

- IEP team brings in “specialists”
- FBA and BIP are revised and intensity increased
- Updated evaluations
- Setting becomes progressively more self-contained and controlled
- Paraeducator, TDT, school system may contract with outside professionals
- Change programs/classrooms, add services
- Case consultation process



Private School Decision



- Happens only after all other resources available in public school setting have been exhausted
- Usually occurs only after repeated staff and/or student injuries and on-going major disruption
- Director of Special Education or other special education administrator must be involved in the decision-making process

Case Studies

- Brian
- Buddy

**Private School Placements and the Special
Education Continuum of Services
Questions?**

Thanks!
Mike Asip
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