

Division of Special Education Psychological Services/ERICs

NONPUBLIC SCHOOL/RESIDENTIAL TREATMENT CENTER
(NPS/RTC)

2016/17

AGENDA

- ▶ LRE
- ▶ NPS/RTC
- ▶ Types Residential Placement
- ▶ NPS/RTC Referral Process
- ▶ Quick Facts
- ▶ Transition To LRE
- ▶ Intensive Community Resources
- ▶ Institutionalization
- ▶ References and Related Documents

LEAST RESTRICTIVE ENVIRONMENT (LRE)

34 CFR 300.114 - LRE Requirements

§ (2) Each public agency must ensure that –

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

§ 300.115 - Continuum of Alternative Placements

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- (a)** Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b)** The continuum must -
 - (1)** Include the alternative placements listed in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
 - (2)** Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Continuum of Placement Options For Students with Disabilities

(<http://achieve.lausd.net/sped>)

Least Restrictive



The diagram is a large inverted triangle with a black border. At the top vertex is a black rectangle containing the text 'Least Restrictive'. At the bottom vertex is a black rectangle containing the text 'Most Restrictive'. Inside the triangle, five educational settings are listed in descending order of restrictiveness from top to bottom.

**General Education Class/
General Education Site**

**Special Day Program/
General Education Site**

**Special Day
Program/Special
Education Center**

Nonpublic School

**Home/
Hospital or
Residential**

Most Restrictive

NONPUBLIC SCHOOL/RESIDENTIAL TREATMENT CENTER (NPS/RTC)

NPS/RTC

A NPS is a private, nonsectarian school that contracts with the District to serve students and deliver all services specified in the student's IEP. A NPS is a **private entity** that sets its **own admission criteria** and has the right to refuse to enroll a student if they believe that they cannot meet his/her needs. Some of the District-contracted **Nonpublic Schools are affiliated with Residential Treatment Centers (NPS/RTC)** which provide room and board, educationally based counseling services, and basic education to students who qualify by means of a special education assessment.

NPS/RTC Placement Referral

- ▶ For students whose behavioral and emotional needs are documented to be **most severe** and **intense in frequency** and **duration**; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community
- ▶ Must be evidence of participation in other counseling programs, such as related services/DIS: Counseling & Guidance or ERICS, and/or mental health services from a community agency
- ▶ Assessment data collected must indicate the interventions implemented and the student's response
- ▶ IEP teams must exhaust all educational LRE and community resource options available prior to recommending NPS/RTC placement

What You Need to Know About NPS/RTC Placement

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- ▶ NPS/RTC placement is **voluntary**
- ▶ NPS/RTC is the **most restrictive special education** placement
- ▶ NPS/RTC placement is **short-term** (approximately 9 months)
- ▶ Suited for student with **social-emotional/behavioral needs** and **difficulties accessing the educational program** with supports within LRE
- ▶ Require the **participation of parent/guardian** in the counseling program (i.e., telephone, Skype, Face Time)
- ▶ **Discharge student** upon stabilization and accessing the educational program

May Consider NPS/RTC Referral if...

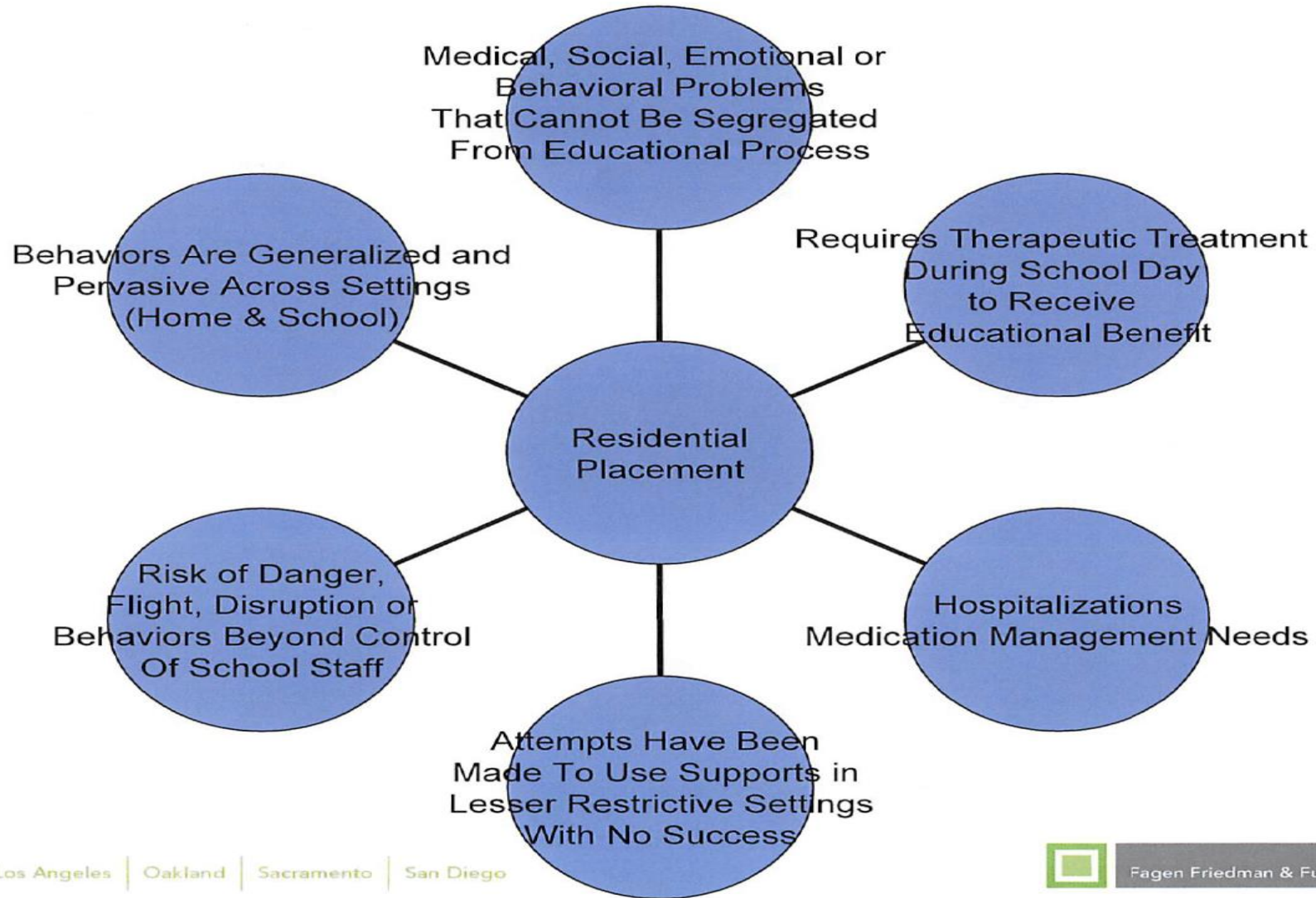
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- ▶ Behaviors cannot be separated from learning problems
- ▶ Student is in the most restrictive setting but continues to have difficulty learning
- ▶ Extensive discipline record
- ▶ Poor school attendance
- ▶ Numerous hospitalizations
- ▶ Self-injurious behavior
- ▶ Suicidal ideation, threats, behaviors, attempts

May Consider NPS/RTC Referral if...

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- ▶ Danger to self or others
- ▶ Severe anxiety
- ▶ Severe depression
- ▶ Marked and persistent negative impact on school performance, at home, and community
- ▶ Pattern of repeated negativistic and defiant behavior
- ▶ Frequency or duration of prior counseling has been insufficient for student's needs (6 months to 1 year)



May NOT be Appropriate for an Educational NPS/RTC Referral

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If ONLY...

- ▶ Behaviors occur at home
- ▶ Behavior occur in the community
- ▶ Social maladjustment
- ▶ Family dynamics/custodial issues
- ▶ Situational/Acute depression
- ▶ Delinquency
- ▶ Lack of motivation (student or parent)
- ▶ Truancy
- ▶ Substance abuse
- ▶ Home life is a concern; Homelessness
- ▶ Student is in crisis (Emergency)
- ▶ Poor academic achievement
- ▶ On grade level academic achievement

May NOT be Appropriate for an Educational NPS/RTC Referral If...

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Other Factors To Consider That May NOT Be Appropriate For An Educational NPS/RTC...

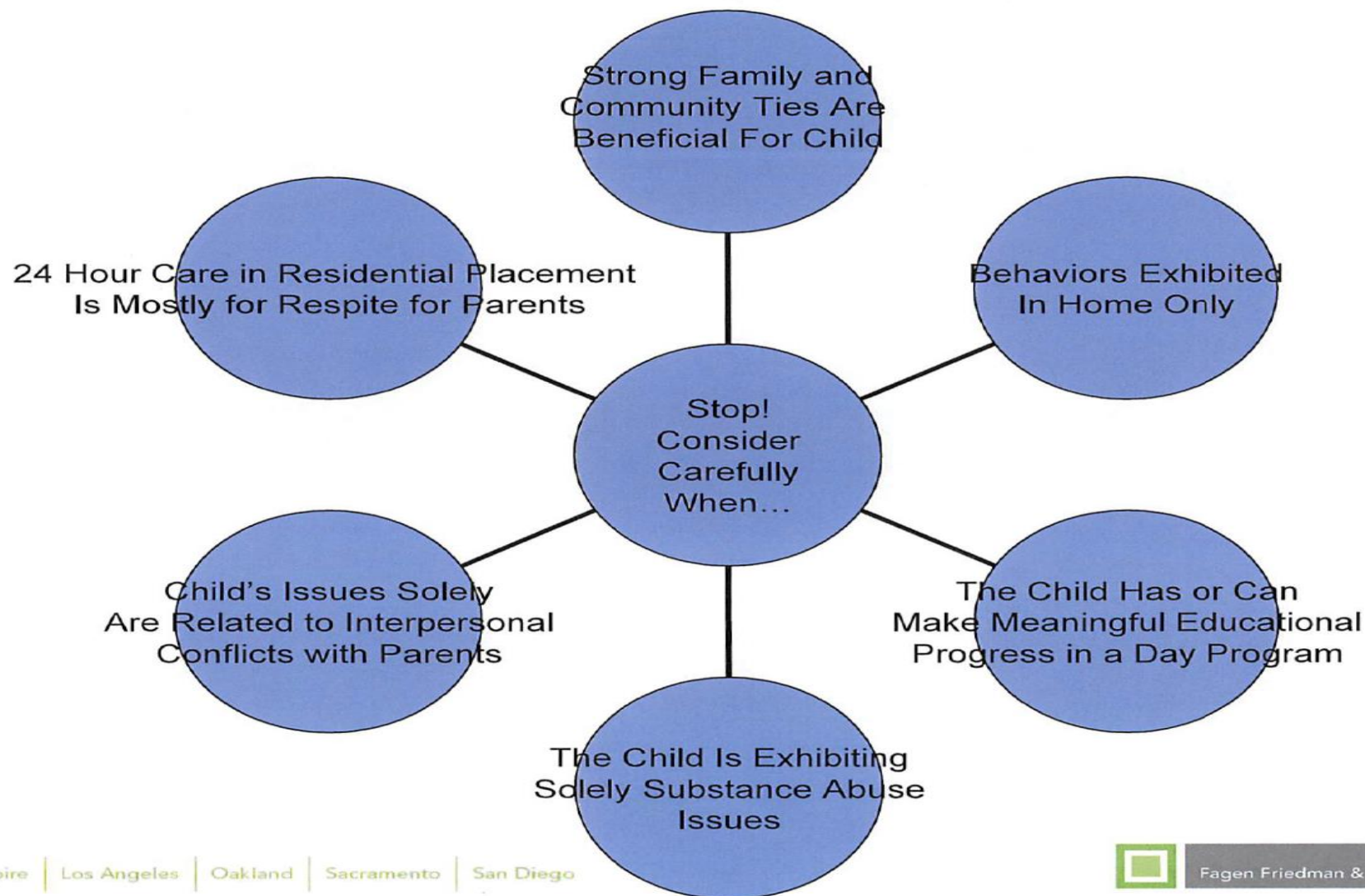
- ▶ Chronic/serious medical condition
- ▶ Chronic/serious mental illness (i.e., Schizoaffective disorder, Schizophrenia, Psychotic Disorders, etc.)
- ▶ Criminal behavior
- ▶ Sexual offenders
- ▶ Violent, explosive behaviors
- ▶ Lifelong developmental needs (well below average general ability)
- ▶ Student is on the alternate curriculum (limited placement options)

May NOT be Appropriate for an Educational NPS/RTC Referral If...

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Other Factors To Consider That May NOT Be Appropriate For An Educational NPS/RTC...

- ▶ Student has an open DCFS case (Student must be in the custody of parent/guardian with educational rights)
- ▶ Student has an open Probation case (Student must be in the custody of parent/guardian with educational rights)
- ▶ Student is 17+ year old (limited placement options)
- ▶ Student has limited English skills (student must be able to communicate and participate in the educational and counseling program)



TYPES OF RESIDENTIAL PLACEMENT

Who Can Place a Student at a Residential Facility?

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- ▶ Local Education Agency (LEA)
 - Special Education IEP process – funds education, room/board, and counseling services
- ▶ Parent
 - Adoption Assistance Program (Post-Adoptions)
 - Funds Room/Board and Mental Health/Counseling Services
 - LEA where Residential facility is located is responsible for funding education
 - Special Education Due Process
 - LEA funds education, room/board, and counseling services
 - Private Health Insurance (medical placement)
 - Self-Pay

Who Can Place a Student at a Residential Facility?

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- ▶ Public Agency Other than LEA (DCFS, Probation, Regional Center) – In/Out-of-State Placements
 - Department of Children and Family Services (DCFS)
 - Custodial/familial issues
 - Licensed Children Institutes (LCIs)
 - Probation
 - Probation Residential Camp through Juvenile Delinquency Court
 - Regional Center
 - Life-long developmental needs
 - Group Home

NPS/RTC REFERRAL PROCESS

NPS/RTC Referral Process

- ▶ Preparatory IEP Activities:
 - Psychological Services case conference
 - ERICS department reviews data/psychoeducational assessment report, and provides input
- ▶ IEP Team Meeting
 - Recommendation for NPS/RTC on FAPE Part 1 and FAPE Part 4
 - IEP team administrator/designee follows procedures and forms found in BUL-5757.3

NPS/RTC Referral Process

- ERICS dept will process NPS/RTC referral
 - Review psychoeducational report and IEP document
 - Contact District-contracted NPS/RTCs
 - Parent/guardian will **not** receive a letter with a list of NPS/RTC options
 - ERICS dept will contact parent/guardian and inform of NPS/RTC options
 - NPS/RTC will contact parent/guardian for referral interview
- Upon mutual acceptance – **NPS/RTC** and **Parent** – ERICS dept will contact IEP Team to reconvene in the IEP meeting to offer FAPE

NPS/RTC Referral Process

▶ IEP Team Meeting

- California Department of Education (CDE) requires IEP teams to document:
 - District ***attempts to educate within the LRE prior*** to NPS/RTC
 - Document the ***anticipated date of discharge*** and ***return to LRE***
 - IEP team to ***evaluate progress*** towards anticipated date of discharge every ***6 months***
- ▶ Student may not enroll in NPS/RTC until IEP meeting reconvenes, parent signs the document and IEP is ACTIVE

NPS/RTC QUICK FACTS

NPS/RTC Quick Facts

- ▶ Voluntary
- ▶ Educational placement
- ▶ Provide basic education, counseling services and room/board
- ▶ In-State or Out-of-State
- ▶ Short-term and discharge to LRE
- ▶ If age 18+ with education decision making rights, *MUST* sign him/herself into program
- ▶ Parent must participate in counseling program

NPS/RTC Quick Facts

- ▶ NOT Boarding School
- ▶ NOT Custodial/Housing (DCFS) Placement
- ▶ NOT Probation/Camp Placement
- ▶ NOT Regional Center Placement
- ▶ NOT Psychiatric/Mental Health (Crisis/Emergency) Placement
- ▶ NOT Drug Rehabilitation Center
- ▶ NOT Wilderness Camp

TRANSITION TO LRE

NPS/RTC DISCHARGE

- ▶ At age 18+ student must **Sign In** to the NPS/RTC, **OR** can **Sign Out** of the NPS/RTC, if he/she is the holder of their educational rights
- ▶ Once student stabilizes and is able to access the educational program, student will return to LRE to finish educational program (if a High School diploma or Certificate of Completion not earned)
- ▶ LRE for students returning from NPS/RTC is typically a NPS, but sometimes students return to a general education setting with supports

NPS/RTC DISCHARGE

► ERICS Special Education Counselors

- Provide case management and social work services to ensure students receive needed services upon discharge and return to LRE
- Research community supports: Mental Health, Medication Services, Regional Center, Post Adoption, DCFS, etc.
- Engage in ongoing communication between the NPS/RTC, Parent, LRE school, and community based supports
- Research home/community supports such as, parenting classes, individual/family therapy, medication management, housing, psycho-education, employment, college/trade school, conservatorship, sobriety support programs

INTENSIVE COMMUNITY RESOURCES

Therapeutic Community Resources

- ▶ Option for students prior to NPS/RTC referral and upon discharge from NPS/RTC
- ▶ Los Angeles County-Department Mental Health (LAC-DMH) services available to students and their families who meet the eligibility criteria
 - Free, confidential mental health information, referrals to service providers, and crisis counseling available 24/7 – ACCESS Hotline: 1 (800)854-7771
 - Programs Include:
 - Full Service Partnership (FSP)
 - Field Capable Clinical Services (FCCS)
 - Therapeutic Behavioral Services (TBS)

Intensive Community Resources

► Full Service Partnership (FSP) – Children and Transitional Age Youth

- Providers are dedicated to working with children and their family to assist them plan and accomplish goals that are important to the health, well-being, safety and stability of the family
 - Intensive in-home mental health service
 - For children Ages 0–15 and their family
 - Individual and family counseling
 - 24/7 assessment and crisis services
 - Substance abuse counseling
 - Domestic violence counseling
 - Services provided in the family's language of preference

Intensive Community Resources

► Field Capable Clinical Services (FCCS)

- Specialty mental health services for children and transitional age youth ages 0–15 and 15–25, and their family who may want services outside of the traditional mental health setting. Services are delivered in a variety of settings including school, health centers and community centers.
- The program focuses on children who may have:
 - Experienced trauma
 - School failures
 - Suicidal risk
 - Foster care or juvenile justice involvement
 - History of psychiatric hospitalizations or at risk for psychiatric hospitalization
 - Diagnosed co-occurring substance abuse, developmental or medical disorder

Intensive Community Resources

► Therapeutic Behavioral Supports (TBS)

- Intensive, individualized, one-to-one behavioral mental health service available to children/youth with serious emotional challenges and their family members who are under the age of 21 and have full-scope Medi-Cal
- Eligibility criteria for TBS services:
 - Child/Youth is placed in a group facility or a locked treatment facility for the treatment of mental health needs; or
 - Child/Youth is being considered by the county for placement in a group facility or a locked treatment facility for the treatment of mental health needs; or

Intensive Community Resources

► Therapeutic Behavioral Supports (TBS)

- Eligibility criteria for TBS services:
 - Child/Youth has undergone at least one emergency psychiatric hospitalization related to his/her current presenting mental health diagnosis within the preceding 24 months; or
 - Child/Youth has previously received TBS while a member of the certified class; or
 - Child/Youth is at risk of psychiatric hospitalization
- For more information contact LAC-DMH: (213)739-5584

Intensive Community Resources

► Center for the Assessment and Prevention of Prodromal States (CAPPS)

- An evidence-based treatment provided through LAC-DMH Prevention and Early Intervention (PEI) program
- Provides family-focused treatment targeting adolescents and young adults, ages 16–25, at high risk for developing psychosis (prodromal phase) or experiencing their first psychotic break
- Services provided to the youth and their family include: Comprehensive intake evaluation, Family Focused Therapy for Individuals at Clinical High Risk for Psychosis (FFT-CHR), psycho-education, communication enhancement, problem solving

Intensive Community Resources

- ▶ **Center for the Assessment and Prevention of Prodromal States (CAPPS)**
 - Also provided are psychiatric assessments, medication support, case management, and linkage to needed resources
 - For more information contact CAPPS Program: (213)738-4715

- ▶ **Intensive In-Home Therapy (IIHT) Intervention**
 - Results in far greater outcomes for students when compared to NPS/RTC intervention/placement (Barth et al, 2007)

INSTITUTIONALIZATION

Institutionalization

- ▶ **Institutionalization:** May mean either that an individual has been placed in an institution, or that the individual is suffering the psychological effects of having been in an institution for an extended period of time
- ▶ Negative Effects of Long Term NPS/RTC placement:
 - Poor adjustment when student returns to family
 - Poor family connection – poor family communication – family is disengaged
 - Lack of socialization within their community
 - Lack of social skills

Institutionalization

- ▶ Negative Effects of Long Term NPS/RTC placement:
 - Lifelong developmental needs are not met (i.e., Regional Center supports)
 - Often, students may plateau in their progress with limited to no benefit from placement and services
- ▶ Successful outcomes after discharge are low (Trout et al, 2008)

References and Related Documents

- ▶ Barth, R.P., Greeson, J.K., Guo, Shenyang, Green, R., Hurley, S, Sisson, J. (October 2007). Outcomes for Youth Receiving Intensive In-home therapy or Residential Care: A Comparison Using Propensity Scores. *American Journal of Orthopsychiatry*, Vol 77(4), 497-505.
- ▶ Fagen Friedman & Fulfrost LLP (January 16-18, 2013), *ACSA Every Child Counts Symposium* (PPT Slides 31, 32)
- ▶ Los Angeles County, Department of Mental Health
(http://dmh.lacounty.gov/wps/portal/dmh/our_services/children;
http://dmh.lacounty.gov/wps/portal/dmh/our_services/transitionalageyouth)

References and Related Documents

- ▶ Los Angeles Unified School District, Division of Special Education website (<http://achieve.lausd.net/sped>)
- ▶ Los Angeles Unified School District, Division of Special Education website (<http://achieve.lausd.net/smh>)
- ▶ LAUSD, BUL-5757.3 Nonpublic School (NPS) Placement Policies and Procedures for Individualized Education Program (IEP) Teams
- ▶ Trout, A.L., Hagaman, J., Casey, K. Reid, R., Epstein, M.H. (September 2008). The Academic Status of Children and Youth in Out-of-Home Care: A Review of Literature. Children and Youth Services Review. Volume 30, Issue 9, 979-994.

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