



There and Back Again

AN OVERVIEW OF STUDENTS WITH DISABILITIES ENROLLED AT NON-PUBLIC AGENCIES IN THE STATE, INCLUDING THEIR DISABILITY CATEGORIES, RACE, AND GENDER.

Introduction

- 1 Setting the Stage
- 2 Identifying the Need
- 3 Exploring In- and Out-of-State Placements
- 4 Placement Process –(There)
- 5 Maintaining Connections
- 6 Transition Planning – (& Back Again)

Setting the Stage

Reviewing the current status of NPAs, the number of students in-state and out-of-state, and a brief update on recent state policies and changes that impact placement processes.

New Legislation 2ESSB 5315

- Effective July 23, 2023
- Affirms and expands OSPI existing authority
- OSPI complaint process specific to NPAs
- Additional requirements for NPA approval
- Additional contract requirements
- Additional data collection requirements
- More frequent site visits
- Annual report to the Legislature



Terminology



Nonpublic agencies (NPAs) are entities authorized to provide a program of special education services (i.e., authorized entities)



An “authorized entity” means either:

- Private school approved by the WA State Board of Education
- Private entity within WA with appropriate licensure to operate
- Any public or private out-of-state entity



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Students at NPAs by Disability Category

Source: preliminary November 2023 Federal Child Count, extracted January 2024.

Disability Category	In-state	Out-of-state	Total
Autism	180	28	208
Communication Disorders	1	1	2
Deaf-Blindness	0	0	0
Deafness	28	0	28
Developmental Delays	11	0	11
Emotional/Behavioral Disability	86	16	102
Health Impairment	96	14	110
Hearing Impairment	29	0	29
Intellectual Disability	9	0	9
Multiple Disabilities	36	9	45
Specific Learning Disability	10	2	12
Visual Impairment	0	1	1
Grand Total	486	71	557

Students at NPAs by Federal Race Category

Federal Race Category	In-state	Out-of-state	Total
American Indian/Alaskan Native	8	0	8
Asian	34	3	37
Black/African American	39	8	47
Hispanic/Latino of any race(s)	66	7	73
Native Hawaiian/Other Pacific Islander	4	0	4
Two or More Races	40	6	46
White	295	47	342
Total	486	71	557

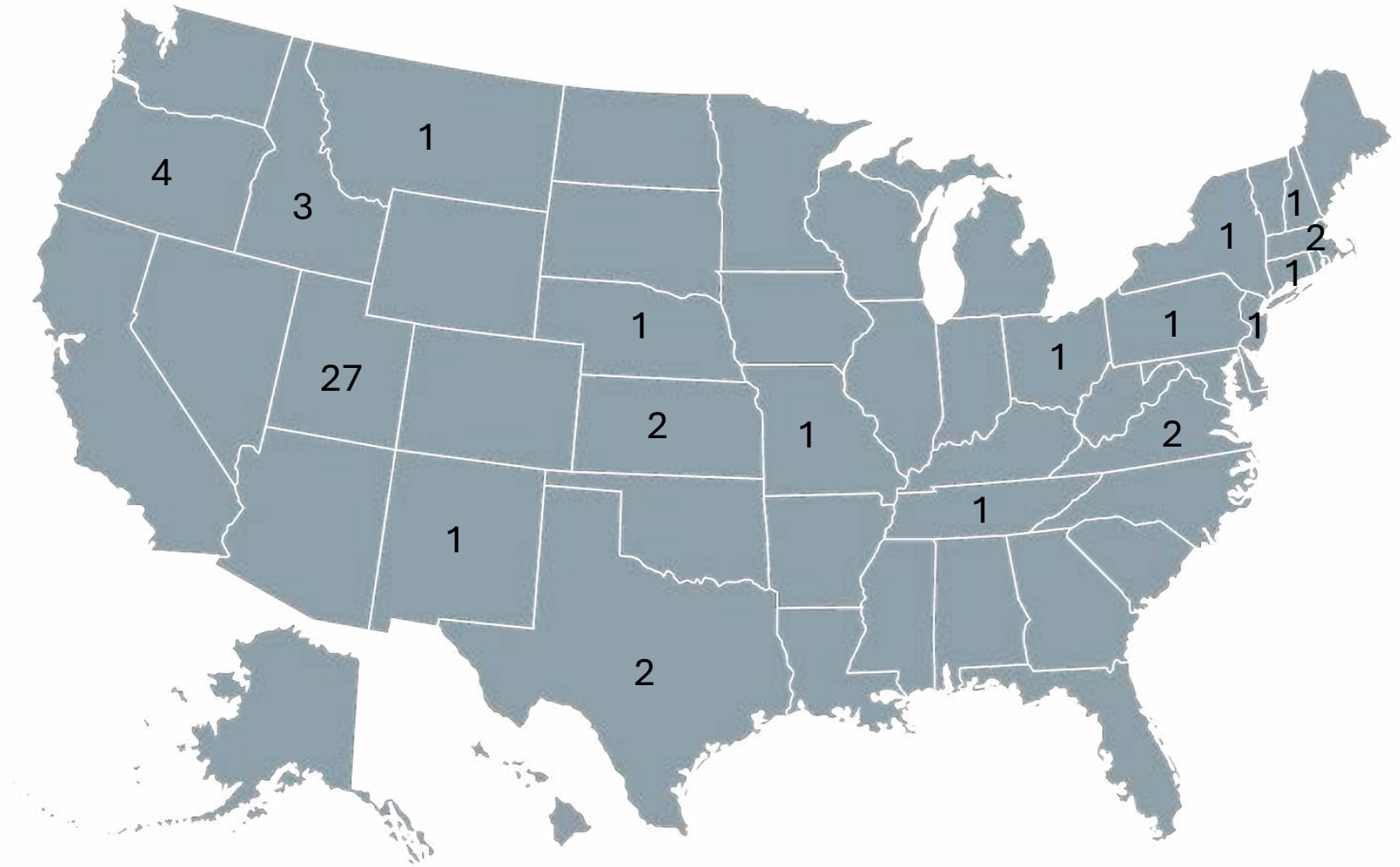
Source: preliminary November 2023 Federal Child Count, extracted January 2024.

Students at NPAs by Gender

Gender	In-state	Out-of-state	Total
F	144	17	161
M	334	52	386
X	8	2	10
Grand Total	486	71	557

Source: preliminary November 2023 Federal Child Count, extracted January 2024.

Where are our students?



Note: Data Collected off OSPI website on 8/12/2023; 18 states and 53 NPAs. This data only reflects the point in time that it was collected. Student placement needs change daily and this is not an accurate representation of where students are today.

Key Insights

- **DIVERSE DISABILITY CATEGORIES**

The student population at NPAs covers a wide range of disability categories, with Autism, Emotional/Behavioral Disability, and Health Impairment being the most prevalent.

- **PREDOMINANTLY IN-STATE STUDENTS**

The majority of students (486 out of 557) attending NPAs are in-state, with a smaller portion (71) attending out-of-state NPAs.

- **GENDER IMBALANCE**

The student population at NPAs has a significantly higher proportion of male students (386) compared to female students (161), with a small number (10) identifying as non-binary.

- **RACIAL/ETHNIC DIVERSITY**

The student population at NPAs represents a diverse racial and ethnic makeup, with White students being the largest group, followed by Hispanic/Latino, Black/African American, and students of Two or More Races.



State-Level Data

Think about what you “look for” in an out-of-district placement.

What data associated with NPAs would you want to see? Attendance? Restraint & Isolation? Graduation? Average Length of Stay? Other?

What do you need from OSPI?



Identifying the Need

Assessing the student's unique educational and behavioral needs that require more intensive supports than the district can currently provide.

Reasons for Out-of-District Placement



Specialized Services

Out-of-district programs may offer unique, specialized services and interventions that are not available within the student's local district, such as highly specialized therapies, intensive behavioral support, or access to cutting-edge treatment modalities.

Safety Concerns

In some cases, a student's safety may be at risk within their local environment, and an out-of-district placement may be necessary to remove them from a potentially harmful or unstable situation, providing a safer and more secure setting for their education and well-being.

Lack of Appropriate Resources

When a student's educational and support needs cannot be adequately met within the resources and services available in their local district, an out-of-district placement may be the best option to ensure they receive the appropriate level of care and support required for their successful academic and personal development.

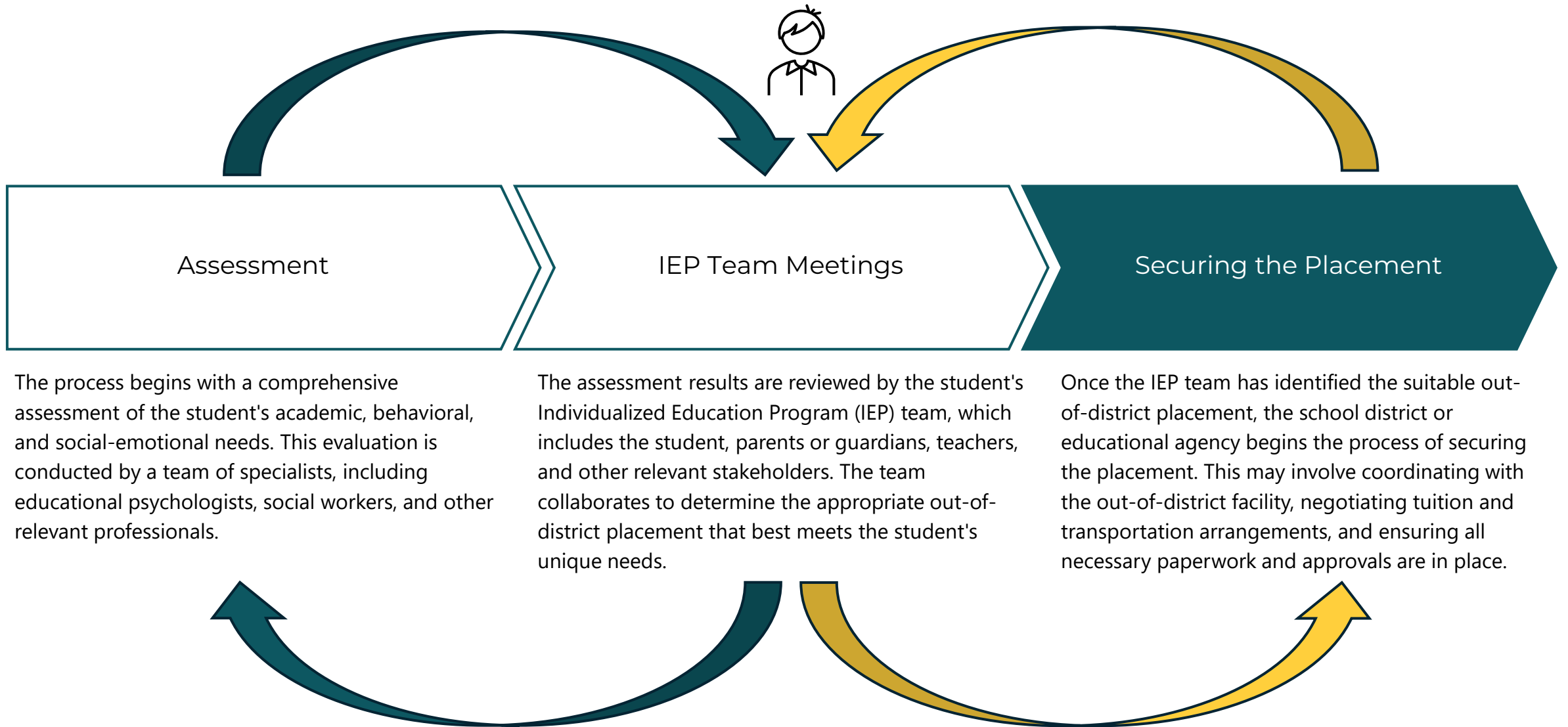


Some Questions to Ask

- Does the student's disability result in behavior, medical, or mental health issues that have a negative impact on the student's ability to access specially designed instruction?
- Has the student demonstrated atypical emotional, physical, sexual, or substance abuse issues?
- Is the student physically aggressive? What level of harm has the student inflicted on self or others?
- Are the behaviors occurring at a frequency that exceeds the expertise of staff? Has the IEP team considered changes to the intensity or delivery of services?
- Has parent training been part of the IEP? Should it? Is the family able/willing to participate?
- What does the evaluation, IEP, FBA, or BIP say?
- What does the current data indicate? Is more data needed? Different data?
- Does the student have outside services (i.e., DDA, Wrap) or community supports?
- Is the student making progress on goals/objectives?



The Placement Process





Process Supports

What do IEP Teams need in order to make the decision to place a student?

How do you know if a student needs an NPA?

What information/resources were helpful or would have been helpful to make the process easier or more successful?

Are there forms or flow charts that would be helpful?



Exploring In & Out of State Placements

Researching and evaluating specialized schools and programs in other states that can address the student's specific needs.



Out-of-District Placement Considerations

- Do they serve students like the one you are considering for placement?
- Do they currently have availability or a waiting list?
- How do they serve those students (instructional model, curriculum, interventions, strategies, etc.)?
- Do they use isolation and restraint? What are their policies regarding isolation and restraint?
- How many students are they currently serving?
- Where are they located? What does the physical facility look like?
 - What does a typical day look like for a student at their NPA?
- What services/supports do they offer for families?
- Staffing - do they have the necessary personnel as listed on the IEP and if not, how do they work with districts to make sure those service needs are met?
- Are they an approved NPA?
- Are they accredited by any independent accrediting body such as COGNIA or the State Board of Education?





Additional Out-of-State Placement Considerations

- Are they accredited by any independent accrediting body such as the Joint Commission for the Accreditation of Health Care Organizations (JAHCO) or Commission on Accreditation of Rehabilitation Facilities(CARF)?
- What are the medical needs of the student? Does the facility have a nurse? Other health care options?
- What is the age of the student? How will the student and the family handle the separation?
- How will the IEP team address this need?
- What is the staffing turnover rate? How much training does each staff member receive before working with a student?
- How does the facility communicate with the district? The Family?
- Can the facility give you references?
- What is the relapse rate one year after treatment? Two? Do you follow the families/students once they return to the district?





Hiring an Educational Consultant

Educational consultants are experts in educational and therapeutic placements. Some agencies have an entire team of professionals such as psychiatric mental health clinicians, young adult transition experts, neuropsychologists, forensic specialists and gifted and talented experts to name a few.



Searchable Roster

Think about what you “look for” in an out-of-district placement.

What are the key terms that you would like to be able to search or filter for?

What data do you want to be able to have at your finger-tips?



Placement Process

Coordinating with the student's family, the district, and the out-of-state placement to facilitate a smooth transition.

Details Matter



School History

- Elementary, Middle School, HS
- Evaluations, IEPs – major findings/progress
- Placements



Testing and Evaluations

- Private Evaluations
- School Evaluations
- FBA/BIPS - highlights
- Therapeutic Interventions



Medical History

- Hospitalizations
- Treatments
- Medications



Family History

- Siblings, living situation, . . .
- Student Strengths and Needs
- Goals for the student, family, & district

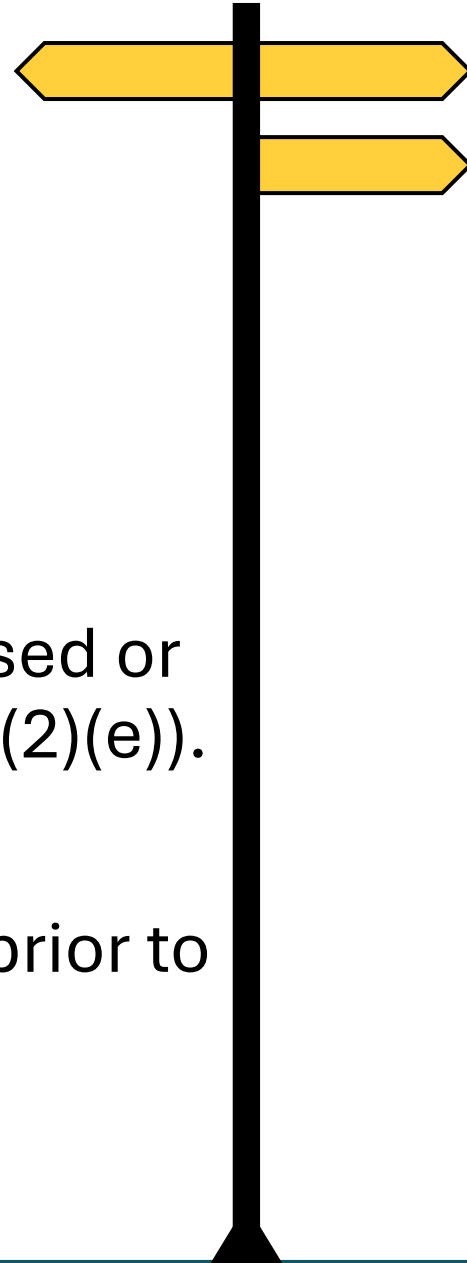


Taking the Time

- 2-hour intake getting a detailed history from the family
- 10 to 20 hours reading and summarizing the student's full history
- Creating a Summary Report that can be sent to out-of-state placements
- Knowledge of placements; some places will expedite acceptance with the use of a consultant

Choosing the Facility

- Contact OSPI and other districts
- Complete an on-site visit
- Potential Parent Visit – A parent has the right to request permission to observe any educational placement proposed or under consideration for their child (WAC 392-172A-05001(2)(e)).
- IEP Team decision
- Non-NPA – Connect with OSPI for mandatory onsite visit prior to placement



Special Considerations

- What happens if the placement has a waiting list?
- What do IEP teams do in the interim?
- Preparing for the placement?
- What if a student over 16 refuses treatment?
- What if the student is hospitalized?
- Insurance Coverage? Medicaid?





NPA Support

What do IEP Teams need in order to make the decision to place a student?

If you have placed a student, what was most challenging about the process?

Are there forms, flow charts, or guidance documents that would be helpful?

If we created an FAQ, what questions might you want included?



Maintaining Connections

Establishing communication channels and visitation plans to keep the student engaged with their home district and community.



Connections

- Family
- Friends
- Staff
- Classmates

Setting Expectations

- What does success look like?
- Communication - How will we communicate? How often? How do we avoid triangulation?
- Medical – how will routine appointments be handled? Emergencies?
- Travel - Are there set parent training weekends? If not, how will we determine therapeutic travel?



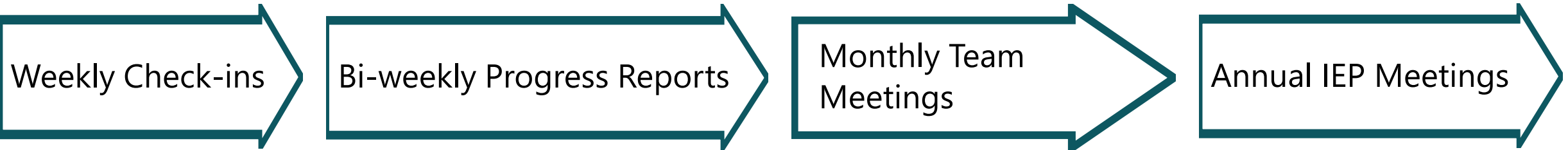
Maintaining Communication

Maintaining open communication throughout the out-of-district placement is vital to ensure the student's well-being and successful transition.

Regular updates and discussions with the student, their family, and the staff at the placement facility help everyone stay informed, address concerns promptly, and collaborate on the student's progress and support plan.



Ongoing Monitoring





Staying Connected

How have you supported parents through this process?

How did you support the student's continued connection with classmates? The school? Staff?

What do you do if a student is not successful at an NPA?

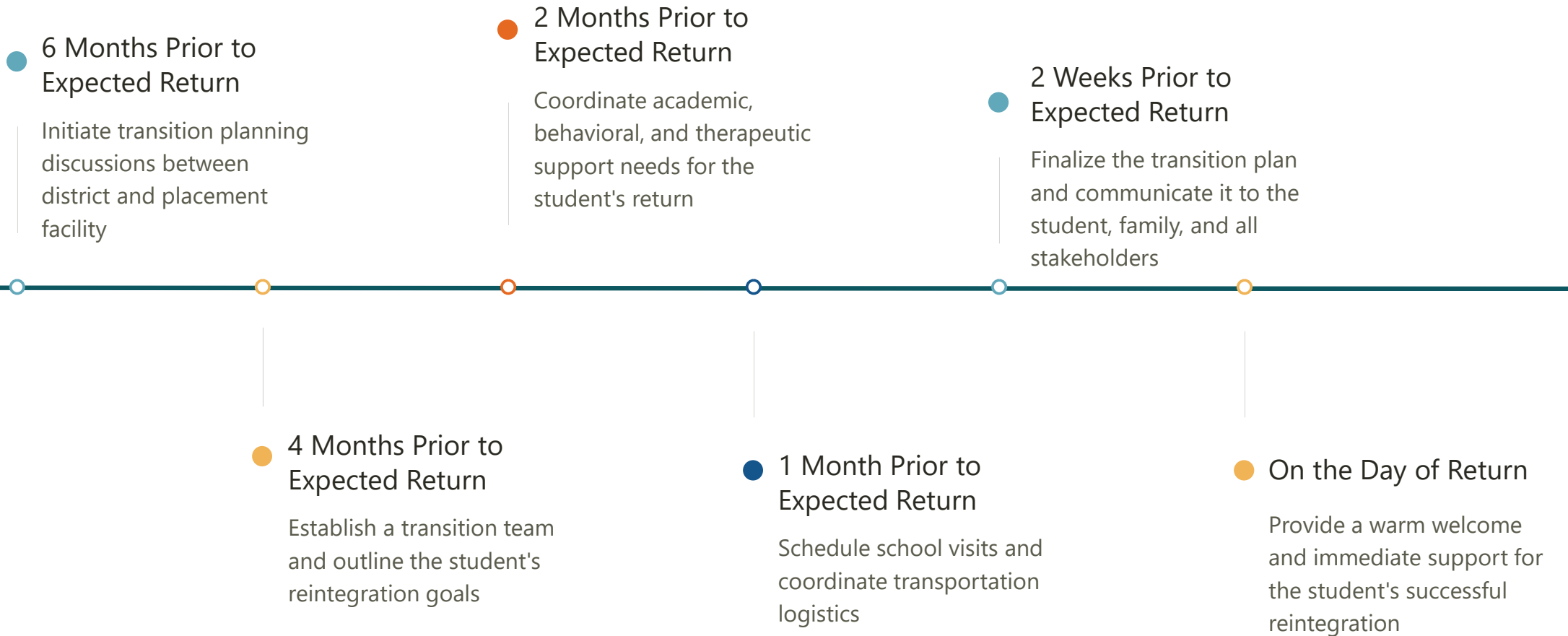
How do you know when a student is being successful at an NPA?



Transition Planning

Returning to Washington: Developing a comprehensive plan to gradually reintegrate the student back into the district's schools and support system.

Transition Timeline



Reintegration Strategies

Provide individualized instruction, and extended learning opportunities to help the student catch up on missed coursework.



Assign a dedicated mentor or counselor to help the student navigate the transition, build social connections, and address any emotional needs.



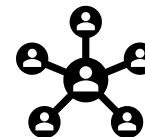
Implement a gradual, phased approach to reintegration, starting with part-time attendance and gradually increasing the student's time on campus.



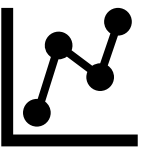
Regularly communicate with the student's family, involve them in the reintegration process, and address any concerns they may have.



Facilitate peer-to-peer mentoring or support groups to help the student feel welcomed and accepted by their classmates.



Closely monitor the student's progress, both academically and socially, and adjust support strategies as needed.





Returning Home

How do you know when a student is ready to leave an NPA?

Have you brought a student home from an NPA?
What went well? What do you wish you did differently?

