

CHECKLIST FOR CONSIDERING NONPUBLIC SCHOOL (NPS) AS A PLACEMENT OPTION

This checklist is provided to assist IEP teams that are considering nonpublic school (NPS) placement as the least restrictive environment for students with disabilities for whom it is determined that a public school setting is not appropriate and to ensure that an appropriate, compliant Individualized Education Program (IEP) is developed. The following steps must be completed whenever an IEP team meeting recommends consideration of nonpublic school (NPS) placement, including nonpublic schools with a residential treatment center affiliation (NPS/RTC). Additional information pertaining to school of residence responsibilities for students enrolled in nonpublic schools follows the checklist.

NOTE: Throughout this document, the entire process of investigating and securing a NPS or NPS/RTC placement for a student is referred to as “exploring NPS placement options”, to reflect the fact that the District cannot guarantee that every student who is referred for NPS placement will actually enroll in a contracting NPS. No guarantee may be made as to NPS and NPS/RTC placements because these placements are voluntary, requiring parental consent. Furthermore, each NPS is a private entity that sets its own admission criteria and has the right to refuse to enroll a student if it believes that it cannot meet the student’s needs. Therefore, the term “exploring NPS placement options” is used to describe the entire process of investigating NPS placement options, from the initial consideration until the student actually enrolls in a contracting NPS.

As part of the process of exploring NPS placement options, the IEP will be recessed to allow for consideration of specific NPS referrals issued by the Special Education Service Center-Operations (or the Psychological Services/ERMHS Department for NPS/RTS placements) and, later, reconvened in order to identify a NPS as the District’s offer of Free Appropriate Public Education (FAPE). No NPS may enroll a student prior to an IEP being held, and the IEP being signed in agreement by the student’s educational rights holder that names the identified NPS as the District’s offer of Free Appropriate Public Education (FAPE). The student has the right to remain in the current public education program or an alternate District placement, until enrollment begins in a NPS.

NONPUBLIC SCHOOL PLACEMENT PROCEDURES AND NPS CERTIFICATION:

- I. **To be completed as preparatory activities or during the IEP team meeting when exploring nonpublic school options:**
 - A. Yes No A comprehensive psycho-educational assessment AND a social-emotional assessment have been completed within the last six (6) months by a credentialed LAUSD school psychologist.
 - B. Yes No Current assessment reports, including ERMHS information, if appropriate, are available in student’s Welligent file
 - C. Yes No Sending school has consulted with Special Education Service Center and/or Special Education Service Center-Operations regarding student’s possible placement in NPS as the least restrictive environment (LRE)

D. Yes No A complete IEP team meeting (annual or triennial) has been scheduled (Amendment IEPs and 30-day IEPs are not allowed)

E. Yes No The "Nonpublic School Certification" (ATT B) has been completed

F. Completing FAPE Part 1 of the IEP:

1. Yes No The current FAPE offer (e.g., public school) pending NPS placement has been documented in FAPE Part 1, left column: "Effective with this IEP" (current placement). (Note: The student has the right to remain in the current public education program or an alternate placement, until enrollment begins in a NPS.)

2. Yes No The proposed future FAPE offer has been outlined in FAPE Part 1, right column: "Future Changes Related to this IEP" (future placement) as delineated below:

a. Curriculum: select "General" or "Alternate" according to student's identified curriculum (NOTE: an assessment is required before changing from one curriculum to the other)

b. Placement

i. Type of School: select "Nonpublic School"*

a. Note: for student being referred to a nonpublic school that is affiliated with a residential treatment facility (NPS/RTC), select "ERMHS Residential Placement"

ii. Name of School: leave blank: Do not name a specific NPS at this point

c. Instructional Setting

i. Setting: select "Special Education"

ii. Program: select "NPS"

iii. Special Day Minutes/Wk: record "1570"

iv. Addresses Goals: list goal numbers addressed

d. Additional Factors

i. Transportation: select "NPS Only-NPS Transportation" or "NPS Only-Parent Transportation"

a. Note: for student being referred to a nonpublic school that is associated with a residential treatment facility (NPS/RTC), select "NPS/RTC per Travel Reimbursement Guidelines"

ii. Extended School Year and ESY Transportation: select "Yes" or "No," depending on IEP team recommendation

3. Yes No The "As of Date" in FAPE Part 1, right column, has been inputted (as a placeholder) with the anticipated date of the agreed-upon reconvening of the IEP.

G. Completing FAPE Part 2: Summary of Services of the IEP:

1. Yes No Where appropriate, the steps delineated below to clarify DIS services upon NPS enrollment have been taken:

When a student enrolls in the NPS, all related services, as per the IEP, are to be delivered by the NPS. The related services that a student might require in the public school setting may not be identical to the related services needed to support a student within the NPS setting, as supports and services may be available through other means or program structures of the NPS. For example, while students in the public school setting may access Behavior Intervention Implementation (BII) and Behavior Intervention Development (BID) services, such services may not be required in the NPS setting, as the NPS has adequate behavioral supports in place as part of its program to support the behavioral needs of its students.

Therefore, should student currently be receiving any/all DIS services that are not necessary or provided in the NPS setting (such as: RSP, BII/BID, Inclusion, PT, Nonpublic Agency services, and Audiology services) the following actions must occur:

- a. Yes No Parents have been informed before recessing the IEP team meeting to explore NPS options that student's needs as identified in current DIS services will be met as part of the NPS program, as the delivery model changes upon NPS enrollment

- b. Yes No The FAPE Part 4, Additional Discussion, section documents that the student's needs, as identified in current DIS services, will be met as part of the NPS program, as the delivery model changes upon NPS enrollment. (NOTE: Upon NPS enrollment, all related services, as per the IEP are to be delivered by the NPS.)

(Consult the Special Education Service Center-Operations Specialist and/or Special Education Service Center Administrator for further information regarding NPS program models and delivery of services and supports.)

- 2. Yes No Goals and objectives are stated in the IEP for each recommended DIS/related service and all recommended services are documented in FAPE Part 2

- 3. Yes No If recommended and appropriate, APE Services have been converted to Specially Designed P.E. upon NPS enrollment. (NOTE: Specially Designed P.E. does not appear in the FAPE Part 2, Summary of Services page, as it is not a DIS service. Instead, if appropriate, document in the FAPE Part 4, Additional Discussion section that Specially Designed P.E. will be provided to the student as part of the NPS program.)

- 4. Yes No If the student is being initially referred for DIS Counseling (Code 04), the "DIS Counseling Certification" has been completed

- 5. Yes No If the student requires DIS Counseling, a Social Emotional goal(s) for these services has been developed

- 6. Yes No When recommended, DIS Counseling has been documented in FAPE Part 2, Summary of Services, right column

- H. Completing FAPE Part 4, Additional Discussion Section: insert the following language: *To be accepted at a Nonpublic School (NPS), the student and parent must interview and the student must meet admission criteria of the NPS. This recessed IEP will be reconvened following the identification of an appropriate NPS and the completion of the intake process. No NPS may enroll a student prior to an IEP being held, and signed in agreement by the student's educational rights holder, that names the NPS as the District's offer of Free and Appropriate Public Education (FAPE). The student has the right to remain in the current public education program or an alternate District placement, until enrollment begins in a NPS.*
- I. Addressing Educationally Related Mental Health Services (ERMHS): (Consult Ref. Guide-5578.0: "Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities.")
1. Yes No If the student is being initially referred for Educationally Related Mental Health District Based Services (ERMHS DBS), the "ERMHS DBS Certification" has been completed
 2. Yes No If the student is being initially referred for Educationally Related Mental Health District Based Services (ERMHS DBS):
 1. the following drop down selections have been made in FAPE Part 2: Service: "ERMHS District Based Services (DBS)"; Service Delivery Model: "ERMHS DBS."
 2. the following statement shall be typed into FAPE Part 4, Additional Discussion section: *ERMHS is an intensive educationally related counseling service that may include individual counseling, group counseling and family consultation and support, as needed.*
 3. Yes No ERMHS DBS during ESY, as appropriate, (including time/frequency/dates) has been indicated
 4. Yes No If student's needs as determined by ERMHS assessment are of a nature and/or severity that placement in a nonpublic school associated with a residential treatment center (NPS/RTC), the "Educationally Related Mental Health Services (ERMHS) Nonpublic School/Residential Treatment Center (NPS/RTC) Certification" has been completed. (NOTE: Enrollment in a nonpublic school that is affiliated with a residential treatment center (NPS/RTC) is a voluntary placement, requiring parental consent.)
 - a. Yes No If the student is being initially referred for ERMHS Residential services, the following drop down selections have been made:
 - b. In FAPE Part 1, in right hand/future changes column:
 1. Placement: Type of School: select "ERMHS Residential Placement"
 2. Instructional Setting: Program: select "NPS/RTC (Nonpublic School/Residential Treatment Center)"
 3. Transportation: select NPS/RTC Residential Travel Guidelines

- c. The following statement shall be typed into FAPE Part 4, Additional Discussion section: *To be accepted at a Nonpublic School/Residential Treatment Center (NPS/RTC), the student and parent must interview and the student must meet admission criteria of the NPS/RTC. This recessed IEP will be reconvened following the identification of an appropriate NPS/RTC and the completion of the intake process. No NPS/RTC may enroll a student prior to an IEP being held, and signed in agreement by the student's educational rights holder, that names the NPS/RTC as the District's offer of Free and Appropriate Public Education (FAPE). The student has the right to remain in the current public education program, nonpublic school, or an alternate District placement, until enrollment begins in a NPS/RTC. Educationally Related Mental Health Services (ERMHS) in a Nonpublic School/Residential Treatment Center (NPS/RTC) are provided in an integrated, intensive, educationally related therapeutic residential setting. Services include social emotional/behavior support, as appropriate. Services are available 24 hours each day the program is open. It is a collaborative model, which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program.*

- d. Yes No If referring to NPS/RTC: parent/guardian has been provided a copy of the "Parent's/Guardian's Guide to Exploring Nonpublic Schools" (ATT D-1) that includes the following components:
 - 1. "Placement Agreement/Authorization for Release of Information for Students Being Considered for Placement in a Nonpublic School that is Affiliated with a Residential Treatment Center (NPS/RTC)" (ATT D-2)
 - 2. "Parent/Guardian's Guide to Nonpublic School/Residential Treatment Center (NPS/RTC) Travel Guidelines" (ATT D-3)

- e. Yes No If referring to NPS/RTC: signed "Placement Agreement/Release of Information" (ATT D-2) has been uploaded in Welligent, attached to the recessed IEP.

II. To be completed before recessing the IEP team meeting to explore NPS placement options:

NOTE: The number of suitable District-contracted NPS able to serve a student's needs vary depending on his/her location of residence, needs, as per the IEP, and the individual NPS availability. Therefore, the IEP should make no reference to the number of NPS options that will be provided to the parent on the NPS referral letter.

- A. Yes No A reconvene date (within 30 days) has been agreed to and documented in the FAPE Part 1, Future Changes "As of" date, right column. (A reconvene of the IEP team meeting must occur within 30 days of the recessing of the IEP team meeting, whether or not an identified NPS placement is determined.)

- B. Yes No Parent/guardian has been given a copy of the parent guide to exploring NPS placement options (ATT D-1). Upon recessing the IEP team meeting to explore NPS placement options, parent does **not** sign Section Q (page 10)

- C. Yes No IEP administrator has indicated, on Welligent IEP Meeting field pull down, IEP meeting status "recessed"

- D. Yes No Student's Welligent file has been kept active, pending NPS placement
- E. Yes No The "Nonpublic School Certification" (ATT B) was reviewed by a Special Education Service Center Administrator
- F. Yes No The completed "Recommendation for Nonpublic School Placement (SE25)", (ATT C) has been signed by a Special Education Service Center Administrator prior to being forwarded to the Special Education Service Center-Operations for placement consideration.

NOTE: Upon receipt of the signed "Recommendation for Nonpublic School Placement (SE25)" - Special Education Service Center-Operations Responsibilities:

1. Special Education Service Center-Operations will review IEP for placement consideration
2. The Special Education Service Center-Operations will issue a referral letter with prospective NPS options to parent, with copies to public school and Special Education Service Center
3. NPS/RTC placement referrals are processed by Psychological Services/ERMHS Department. Parents are contacted by the NPS/RTCs once student is accepted by the NPS/RTC
4. The number of suitable District-contracted NPS able to serve a student's needs vary depending on his/her location of residence, needs, as per the IEP, and the individual NPS or NPS/RTC availability and admission criteria
5. Student and parent contact and interview at NPS. (It is often beneficial to have the sending public school assist family with interviews and follow through.)

III. Preparatory Activities to be completed before scheduling reconvene IEP to name the identified NPS or NPS/RTC as FAPE:

To be accepted at a NPS, the student and parent must interview and the student must meet the admission criteria of the NPS. The recessed IEP team meeting must be reconvened following the identification of an appropriate NPS and the completion of the intake process.

A reconvene of the IEP team meeting must occur within 30 days of the recessing of the IEP team meeting, whether or not an identified NPS placement is determined.

- A. Yes No The District-operated school IEP Administrator has obtained the name of the identified NPS, has verified with the Special Education Service Center-Operations and/or the NPS representative that the student has actually been accepted to that NPS, and has reviewed and confirmed services that the NPS will provide upon student's enrollment
- B. Yes No The IEP team has consulted with the Special Education Service Center-Operations* prior to reconvening IEP to determine if student has been accepted to a nonpublic school that is an integrated program. (If so, see Section IV, e, for instructions in completing FAPE sections for students enrolling in integrated programs.)

*For NPS/RTC acceptance confirmation, please contact the Psychological Services/ERMHS Department.

- C. Yes No If the student has not been accepted to a NPS or NPS/RTC, alternative District program options in the least restrictive environment (LRE) have been discussed. (Consultation with Special Education Service Center and Special Education Service Center-Operations representative, to discuss possible LRE placement options, has occurred.)

IV. To be completed during the reconvening of the IEP team meeting to name the identified NPS as FAPE:

- A. Yes No The identified NPS or NPS/RTC is selected as the offer of FAPE in FAPE Part 1, Name of School, in the right column, under "Future Changes Related to this IEP"
- B. Yes No The "As of Date" in FAPE Part 1, right column, has been recorded to identify the anticipated date of enrollment in the NPS; this is either the date of parent/guardian signature to the IEP, or, if referring to a future date that follows parent/guardian signature, the date of the planned transfer to the NPS placement
- C. Yes No The FAPE Part 2, Summary of Services grid, right column, records all DIS services, including time and frequency, which are to be provided by NPS upon student enrollment
- D. Yes No Ending dates have been inserted (in FAPE Part 2, Summary of Services, left column) for any/all DIS services that are not applicable due to the change in delivery model upon NPS enrollment (e.g., NPA services, BII/BID, RSP, Inclusion, PT, and Audiology services)
- E. Yes No Should student be accepted to a NPS with an integrated program (consult with Special Education Service Center-Operations to determine), the following steps have been taken:
1. Yes No DIS services such as LAS, OT, APE, have been ended in FAPE Part 2. Summary of Services, upon NPS enrollment*

*The only exception to this is if the student receives ERMHS services (which **do** appear on FAPE Part. 2).

Yes No Students will have goal pages, but the services shall not appear on the FAPE Part 2, Summary of Services page; therefore, there are no FAPE Part 2, Summary of Services pages for students enrolling in integrated programs.*

*The only exception to this is if the student receives ERMHS services (which **do** appear on FAPE Part. 2).

2. Yes No The following drop down selections have been made in FAPE Part 1: Program: "Integrated Service Program (NP)"

3. Yes No Team will document on FAPE Pt.4: *An integrated program provides a therapeutic environment, which may include social emotional/behavior support, language and speech, and occupational therapy, as appropriate. It is a collaborative model which includes educational professionals and related service providers. It is understood that the nonpublic school offers a comprehensive integrated education program for all students which includes basic education and all related services. All programmatic and related services outlined within the provisions of the student's IEP shall be encompassed within the integrated education program and provided by the NPS.*

4. Yes No If appropriate, NPS Transportation may still be added to the IEP (in FAPE Part 1)

F. Yes No If the student is being initially referred for DIS Counseling (Code 04), the "DIS Counseling Certification" has been completed

Yes No DIS services during ESY, as appropriate (including time/frequency/dates), have been indicated in FAPE Part 2, Summary of Services grid, right column

G. Yes No If recommended and appropriate, APE Services have been converted to Specially Designed P.E. upon NPS enrollment. (NOTE: Specially Designed P.E. shall not appear in the FAPE Part 2, Summary of Services page, as it is not a DIS service. Instead, if appropriate, document in the FAPE Part 4, Additional Discussion section that Specially Designed P.E. will be provided to the student as part of the NPS program.)

H. Yes No If the student is being initially referred for Educationally Related Mental Health District Based Services (ERMHS DBS), the "ERMHS DBS Certification" has been completed. (Consult Ref. Guide-5578.0: "Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities.")

I. Yes No If the student is to receive ERMHS/DBS, select Service: "ERMHS District Based Services (Code 80); and Service Delivery Model: ERMHS in FAPE Part 2, Summary of Services grid, right column

- J. Yes No If the student is to receive ERMHS/DBS, the following statement shall be typed into FAPE Part 4, Additional Discussion section: *ERMHS is an intensive educationally related counseling service that may include individual counseling, group counseling and family consultation and support, as needed.*
- K. Yes No ERMHS DBS during ESY, as appropriate, (including time/frequency/dates) have been indicated in FAPE Part 2, Summary of Services grid, right column
- L. Yes No If the student has been accepted to a nonpublic school associated with a residential treatment center (NPS/RTC), the following drop down selections have been made in FAPE Part 1, in the right hand/future changes column:
1. Placement: Type of School: select "ERMHS Residential Placement"
 2. Instructional Setting: Program: select "NPS/RTC (Nonpublic School/Residential Treatment Center)"
- M. Yes No If the student has been accepted to a nonpublic school associated with a residential treatment center (NPS/RTC), the following statement shall be typed into FAPE Part 4, Additional Discussion section: *To be accepted at a Nonpublic School/Residential Treatment Center (NPS/RTC), the student and parent must interview and the student must meet admission criteria of the NPS/RTC. This recessed IEP will be reconvened following the identification of an appropriate NPS/RTC and the completion of the intake process. No NPS/RTC may enroll a student prior to an IEP being held, and signed in agreement by the student's educational rights holder, that names the NPS/RTC as the District's offer of Free and Appropriate Public Education (FAPE). The student has the right to remain in the current public education program, nonpublic school, or an alternate District placement, until enrollment begins in a NPS/RTC.*
- Educationally Related Mental Health Services (ERMHS) in a Nonpublic School/Residential Treatment Center (NPS/RTC) are provided in an integrated, intensive, educationally related counseling residential setting. Services include social emotional/behavior support, as appropriate. Services are available 24 hours each day the program is open. It is a collaborative model, which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program.*
- N. Yes No If student is being placed in a nonpublic school setting as the as result of due process agreement (DPA), the FAPE Part 4, Additional Discussion section includes a statement that the "*current IEP serves to implement the due process agreement dated _____*" and provides a synopsis of the agreement's contents
- O. Yes No As appropriate, transportation ("NPS Only-NPS Transportation" or "NPS Only-Parent Transportation") has been selected in FAPE Part 1. (NOTE: for student being referred to a nonpublic school that is affiliated with a residential treatment center (NPS/RTC) outside of Los Angeles County, select "NPS/RTC per Travel Reimbursement Guidelines.")

- P. Yes No IEP has been closed
- Q. Yes No Parent has signed Section Q (Page10) in agreement. (NOTE: Consult with Special Education Service Center and Special Education Service Center-Operations for next steps to be taken if parent disagrees in full or in part to the IEP)
- R. Yes No Parent signature date has been entered in "IEP Meeting" screen (NOTE: Consult with Special Education Service Center and Special Education Service Center-Operations for next steps to be taken if parent disagrees in full or in part to the IEP)
- S. Yes No Signed Sections Q (Page 10) & R (Page 11) have been uploaded into "IEP Management, Attached Documents" section
- T. Yes No IEP has been made active by the referring public school (required for nonpublic school enrollment to occur)*

*Following activation of IEP naming the identified NPS as FAPE, parent may contact the NPS to set up enrollment and transportation

IMPORTANT NOTES:

- Do not "L" student out of SIS as "Left District," as this will inactivate student's IEP in Welligent. Student's Welligent file will be electronically transferred upon NPS enrollment.
- If a due process agreement (DPA) explores a NPS setting, the implementation IEP team meeting that names a specific NPS as the offer of FAPE must occur, be signed in agreement by parent/guardian, and be made active in Welligent before the student may enroll in the NPS.

SCHOOL OF RESIDENCE RESPONSIBILITIES:

- U. The District-operated school remains responsible for student's IEPs and case management until:
 - a. IEP team meeting is reconvened to name an identified NPS
 - b. Reconvened IEP team meeting is signed in agreement by parent
 - c. Reconvened IEP team meeting has been locked/active by public school, and
 - d. Student has enrolled in the NPS.

- II. District-operated school must keep a copy of the IEP with school records, as they are still the school of residence

- III. District-operated school of residence remains responsible for receiving student should future IEP team recommend dual enrollment as the LRE placement

- IV. Senior high school of residence remains responsible for transcript credit verification towards diploma/certification of completion issuance
 - a. For special education students in grades nine through twelve attending nonpublic schools, the NPS will complete and submit to the student's school of residence a form titled "NPS Student Transcript" at the close of each semester
 - b. The school of residence, regardless of the LAUSD District-operated program the student last attended, shall maintain a cumulative file for each student residing within the school's attendance area when the student is enrolled in a nonpublic school
 - c. At least six months prior to a student's graduation, the NPS will submit to the school of residence two forms: the "NPS Student Transcript" and the "Request for Verification of Graduation Status of Nonpublic School Students." The school of residence is responsible for evaluating the student's transcript to verify the student's eligibility for issuance of a high school diploma or certificate of completion based on LAUSD criteria
 - d. For students who have been successfully dually enrolled in a NPS and a public high school and have met graduation requirements, the high school of attendance will issue the diploma or certificate of completion
 - e. For students who are not dually enrolled, the Special Education Service Center-Operations will issue the diploma or certificate of completion.

- V. A student enrolled in a NPS who is eligible to receive either a high school diploma or a certificate of completion is also eligible to participate in graduation ceremonies at their school of residence or, in the case of dual enrollment, their school of attendance.

SEARCH AND SERVE PROCEDURES: SERVING STUDENTS ENROLLING IN THE DISTRICT WITH AN NPS IEP FROM ANOTHER DISTRICT:

If a student transfers into LAUSD with a current IEP written by another District that designates NPS placement:

1. The school of residence must obtain a copy of the student's out-of-District IEP and any other records from the previous district, and obtain proof of residency from parent/guardian/educational rights holder, in order to **register** the student as a LAUSD student
2. Before enrolling student in a program, the program must research Welligent records to determine if student has previously been enrolled in the District as a student with special needs
3. The Special Education Service Center must be notified by the program of all incoming students with special education needs
4. If research findings reveal that NPS placement is the most comparable placement to that designated on student's current IEP:
 - i. before enrolling student in a District-operated program, school personnel must contact the Special Education Service Center-Operations for assistance with placement options
 - ii. The Special Education Service Center-Operations must receive a copy of student's out-of-District IEP, and any other records from the previous district, and verification of proof of residency within the District in order to assist with student placement
 - iii. Upon receipt of the IEP and residency verification, the Special Education Service Center-Operations will issue a referral letter with prospective NPS options to parent, with copies to the District-operated program and Special Education Service Center
5. Should the program enroll a student with a current IEP written by another District that designates Nonpublic School (NPS) placement, that program must provide comparable services in consultation with the parents pending an LAUSD review IEP. LAUSD will hold a review IEP within 30 days of the student's enrollment to determine recommendations for special education services.
 - i. Should the IEP team recommend exploration of NPS placement options during the student's review IEP, the procedures outlined in these instructions must be followed, including:
 1. A complete IEP team meeting (annual or triennial) must be scheduled (30-day IEPs are not allowed); and,
 2. A comprehensive psycho-educational assessment AND a social-emotional assessment must be completed within the last six (6) months by a credentialed District school psychologist.

BUL-5757.3
June 4, 2013

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

ATTACHMENT A

ASSISTANCE:

For assistance, contact:

**Special Education Service Center-Operations
333 S. Beaudry Ave., Floor 18
Los Angeles, CA 90017
Telephone: (213) 241-6701**