Presenters

• Tom Celli, Executive Director, Chapel Hill Academy, Lincoln Park, New Jersey
• Brenda Considine, Chair, New Jersey Coalition for Special Education Funding Reform
• Jim Major, Executive Director, Massachusetts Association of Approved Private Schools
• Tom Dempsey, Director, South Campus & New Connections Academy, Palatine, IL
FEDERAL INTEREST

• IDEA: Sweeping civil rights legislation

• Mandate to serve all children regardless of the severity of disability

• Federal funding ensures compliance with law

• Federal funding has dramatically increased positive outcomes for students
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

The Cost Study can be found at: [www.asah.org](http://www.asah.org)

Why did ASAH prepare this report?

1. Educate the public.

2. Stop the flow of inaccurate information.

3. Help policy makers make informed decisions regarding meeting the needs of students with disabilities.
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

The Basics

1. GAAP – Generally Accepted Accounting Principles.
   a) Matching principle - recognizing costs in the period in which they occurred.

2. Social Security – 7.65% is paid by the employee and the employer pays 7.65% as well on the employees behalf. The state of NJ makes the employer contribution on the schools behalf.

3. Retirement plans - Defined benefit (Traditional pension plan) vs. Defined contribution (401K or 403b).

4. Retiree Medical Benefits.

5. Facility Costs.
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

Understanding the basics – Pension

- New Jersey Public Schools Employees have a Defined Benefit paid directly by the state. The employee contributes 5% of salary. The formula used to determine the benefit is as follows
  - Years of service divided by 55 multiplied by the average of the employees 3 highest years salary. Minimum age of 55.
  - Example: A 55 year old teacher with 33 years of service earning an annual salary of $91,000. The teachers average 3 years salary is $90,000. That employee will receive 60% of $90,000 per year ($54,000) for the rest of their life.
  - Average life expectancy is between the age of 80-85 depending on gender and other factors.
  - Translation - the retiree will receive between 1.35 and 1.62 million dollars during retirement. Employee contribution over 33 years was approximately $84 thousand
New Jersey Public Schools Employees that retire with 25 years of service and are 55 years of age or older are entitled to lifetime medical benefits.

- Employees families are covered under this plan. Children until they reach the age of 26.
- At age 65 the Medical benefits are coordinated with Medicare.
- Healthcare costs have been going up at a rate of 6 to 15 percent per year for the last 10 years.
- The cost report used an inflation rate of 3% to be conservative.
New Jersey's Special Education Costs Public Vs. Private

Understanding the basics – Facility costs

- New Jersey Public Schools do not include the cost of building a new facility, the cost of additions, the depreciation or the interest cost associated with facility in their cost per pupil calculations.
  - Example - a district in NJ opened a new facility at a cost of 40 million dollars. The freeholders issued bonds to cover the cost. The bonds matured over a period of 25 years at a total interest cost of $25 million.
  - **Total cost $65 million** that will not be included in the districts cost per pupil.
  - New Jersey report did not include these costs as they were not consistent and very specific by district therefore not easily measurable.
**The Full Cost to Taxpayers**

New Jersey’s Special Education Costs Public Vs. Private

Where did ASAH get the information?

- **Private Schools Tuition Rates** - DOE
- **Average Salary $64,555 and 12.7 years of service** – New Jersey Teacher Salaries & Salary Guides. 2008-09 NJEA Research bulletin
- **Retiree Pension Benefits** - Public Employee Retirement Benefits structure as of 5/1/2011
- **Retiree Pension Costs** - Calculations by Corporate Retirement services
- **Retiree Medical Benefits** – New Jersey Health Benefits Program as prepared by Anon consulting services
- **Retiree Medical Costs** - Calculations by Corporate Retirement services
- **Public School Tuitions** – NJDOE through OPRA request
- **Public Schools Cost Per Pupil** – NJDOE Report Card
- **Agreed Upon Procedures Report** - J.H. Cohn LLP
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

Determining the cost for Approved Private Special Education Schools

1. The New Jersey Department of Education publishes the tuition rates of All NJ approved Private Special Education Schools and the total number of school days.
2. The average rate was $50,430 with an average of 200.1 school days. (includes summer programs)
3. When adjusting for traditional 180 days school year the cost per pupil was reduced to 45,358.
4. Hidden cost paid outside the tuition rate was zero netting a total taxpayer cost of $45,358

AVERAGE PER PUPIL COST TO TAXPAYERS FOR SPECIAL EDUCATION SERVICES IN CLASSES OPERATED BY APPROVED PRIVATE SCHOOLS FOR THE DISABLED

<table>
<thead>
<tr>
<th>Published Tuition</th>
<th>Cost paid by public schools</th>
<th>Other Costs (Paid with Taxes)</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$45,358</td>
<td>$45,358</td>
<td>0</td>
<td>$45,358</td>
</tr>
</tbody>
</table>
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

<table>
<thead>
<tr>
<th>County Educational Services district Report Card</th>
<th>State Average</th>
<th>Adjusted costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom: Salaries &amp; Benefits</td>
<td>23,859</td>
<td>37,319</td>
</tr>
<tr>
<td>Classroom: General Supplies/Textbooks</td>
<td>497</td>
<td>497</td>
</tr>
<tr>
<td>Classroom: Purch Svc. &amp; Other</td>
<td>1107</td>
<td>1,107</td>
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<tr>
<td>Support: Salaries &amp; Benefits</td>
<td>6,701</td>
<td>10,321</td>
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<tr>
<td>Support: Other</td>
<td>546</td>
<td>546</td>
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<tr>
<td>Admin: Salaries &amp; Benefits</td>
<td>3,324</td>
<td>4,955</td>
</tr>
<tr>
<td>Admin: Other</td>
<td>983</td>
<td>983</td>
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<tr>
<td>Oper. &amp; Maint.: Salaries &amp; Benefits</td>
<td>1,601</td>
<td>2,673</td>
</tr>
<tr>
<td>Oper. &amp; Maint.: Other</td>
<td>2,687</td>
<td>2,687</td>
</tr>
<tr>
<td>Food</td>
<td>259</td>
<td>259</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>41,652</td>
<td>61,435</td>
</tr>
<tr>
<td>Other costs</td>
<td>3,831</td>
<td>3,831</td>
</tr>
<tr>
<td>Total Cost Per Pupil</td>
<td>45,483</td>
<td>65,266</td>
</tr>
</tbody>
</table>

AVERAGE PER PUPIL COST TO TAXPAYERS FOR SPECIAL EDUCATION SERVICES IN CLASSES OPERATED BY COUNTY SPECIAL SERVICES SCHOOL DISTRICTS

<table>
<thead>
<tr>
<th>Published</th>
<th>Cost paid by public schools</th>
<th>Other Costs (Paid with Taxes)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$45,483</td>
<td>$45,485</td>
<td>$19,783</td>
</tr>
</tbody>
</table>


The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

Determining the cost for Special Education classes run by Public Schools

1. Some Public schools operate self contained classes and accept students from other public schools and charge the sending school a tuition equal to the cost.
2. ASAH collected the tuition rates from the Department of Education through an OPRA request.
3. The average tuition rate charged was $35,067.
4. Based on the prior example a calculation utilizing the percentage of other costs was used and added that percentage to the tuition rate charged to determine the total cost of $50,146

<table>
<thead>
<tr>
<th>Published Tuition</th>
<th>Cost paid by public schools</th>
<th>Other Costs (Paid with Taxes)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35,067</td>
<td>$35,067</td>
<td>$15,079</td>
<td>$50,146</td>
</tr>
</tbody>
</table>
# The Full Cost to Taxpayers

New Jersey’s Special Education Costs Public Vs. Private

## AVERAGE PER PUPIL COST TO TAXPAYERS FOR GENERAL EDUCATION

ADJUSTED FOR SPECIAL EDUCATION CLASS SIZE OF 7.3

AND ADDING SUPPORT SERVICES NEEDED

<table>
<thead>
<tr>
<th>Published</th>
<th>Actual</th>
<th>Adjusted</th>
<th>Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,816</td>
<td>$19,524</td>
<td>$49,412</td>
<td>$9,639</td>
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</tbody>
</table>
Independent Accountants' Report on Applying
Agreed Upon Procedures

Board of Trustees
ASAH

We have performed the procedures as described in Schedule A, which were agreed to by the Board of Trustees of ASAH solely to assist you with respect to the attached report entitled "The Full Cost to Taxpayers of Self-Contained Classrooms for Students with Complex Disabilities: A comparative analysis of Local District, County - Based, and Private Special Education Programs in New Jersey" (the "Cost Report") as of December 2011. ASAH management is responsible for the Cost Report. This agreed upon procedure engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in Schedule A either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are included in Schedule A.

We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the accounting records. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Board of Trustees of ASAH and is not intended to be and should not be used by anyone other than those specified parties.

J. H. Cohn LLP

New York, New York
December 27, 2011
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

Private: $45,358
Special services: $45,485
Public: $35,067
Hypothetical: $14,816
The Full Cost to Taxpayers
New Jersey’s Special Education Costs Public Vs. Private

Private schools
Special services
Public receiving...
Hypothetical class...

Private $45,358
Special services $65,255
Public $50,146
Hypothetical $59,051

- Adjustment for support services
- Adjustments for class size
- Tax burden not included in costs
- Reported rates
“School districts have been overly focused on spending for special education without enough concern about outcomes.”

Chester E. Finn Jr., President,
-The Fordham Institute

“Special education remains fixated on inputs, ratios, and services... but has been largely insulated from considerations of cost-effectiveness.”

Nathan Levenson,
- District Management Council
Money Well Spent?

$11 billion in annual federal funds for special education.
• 6.6 million students
• 13% of total enrollment

As a percentage of total school spending, special education spending has risen from:
4% in 1970
21% 2005

Source: IDEA$Watch
Process Measures or Outcomes?

Outcomes are NOT…..

– Classification rates
– Eligibility Criteria
– % of Racial or Ethnic Minorities
– Placement Data
Who Goes Where?

**Differently Abled (Figure 1)**

Overall, students in private placement look quite different from other special education students and are much more likely to be classified as autistic, experiencing “emotional disturbance,” or having multiple disabilities. Public school special education students are more likely to have a “specific learning disability” or a “speech or language disability.”

**Disabilities of Students in Private Placements, 2003-04**

- Mental Retardation: 8%
- Other: 11%
- Speech or Language Disability: 9%
- Specific Learning Disability: 12%
- Multiple Disabilities: 13%
- Autism: 9%
- Emotional Disturbance: 44%

**Disabilities of Other Special Education Students, 2003-04**

- Autism: 2%
- Multiple Disabilities: 2%
- Emotional Disturbance: 8%
- Mental Retardation: 10%
- Other: 12%
- Speech or Language Disability: 19%
- Specific Learning Disability: 47%

*Note: “Other” disabilities include blind-deafness, orthopedic impairments, visual impairments, developmental delay, traumatic brain injury, hearing impairments, and all other health problems.*

**Source:** Individuals with Disabilities Education Act (IDEA) 2006 data, IDEAdata.org
A Note on Placement Data

“There is no compelling evidence that placement rather than instruction is the critical factor in student academic or social success.”

Anne M. Hocutt, -University of Miami (1996)

“We find no systematic indication that the level of inclusivity improves key future outcomes.”

Michael Foster, -University of Alabama
Erin Pearson, -Johns Hopkins University
Source: Pediatrics September 2012

“Studies have indicated that typical practice in general education is substantially different from practice in the model programs that showed greatest success for students with disabilities.”

“The interventions that were effective in improving academic outcomes for students with disabilities required a considerable investment of resources, including time and effort, as well as extensive support for teachers.”
Accountability for Outcomes

Middle Schools had a Higher Percentage of Accountability and Tested Students with Disabilities (SWDs) Enrollment

- 35% of all Public Schools were Accountable for the Performance of SWDs
- 58% of Tested SWDs Enrolled in Accountable Public Schools

Percentage by Level:
- Elementary: 31%
- Middle: 62%
- High: 23%
- Elementary: 47%
- Middle: 80%
- High: 45%

Test Scores for Students with Disabilities

4th Grade:
- 13% reading at or above proficient
- 19% math performance at or above proficient

8th Grade:
- 7% reading at or above proficient
- 8% math performance at or above proficient

source: NationsReportcard.gov
Graduation & Drop Out

55% of Students with disabilities graduate
25% of students with disabilities drop out

Source: Ideadata.org
WE CAN DO BETTER
ASAH Outcomes/ Johns Hopkins Outcomes

• ASAH’s study was modeled after the National Longitudinal Transition Study 2 (NLTS2), a study funded by the U.S Department of Education to examine the outcomes of students who exit special education public school programs.
Who is Employed?

- 48% of graduates from private special ed. schools
- 43% of graduates from the public school programs
Post Secondary Experiences

53% of graduates from private schools were engaged in a post-secondary experience compared with 31% of public school graduates.
Who is in Higher Education?

Attending 4-Year College:
- 14% of graduates from private schools
- 9% of graduates from public schools

Attending 2-Year College:
- 38% of graduates from private schools
- 20% of graduates from public schools
Involvement with The Justice System

- 11% of alumni from private schools
- 29% of alumni from public schools
The Bottom Line Report, December 2012
Massachusetts Comparative Cost Analysis

The Bottom Line Report can be found at: www.maaps.org

Based on New Jersey comparative analysis

- Compared public and private cost of providing same intensity of services found in typical special education classroom in private day school

- Included all costs to state taxpayers not included in school district costs:
  - Full occupancy costs: facilities construction and maintenance
  - Pensions
  - Retiree health insurance

- Costs adjusted for difference in school year: 207 vs. 180 days

- Documented, but did not include, unfunded retiree pension and health benefit liabilities
The Bottom Line Report, December 2012
Massachusetts Comparative Cost Analysis

- The Bottom Line Report Findings

- Massachusetts public school classroom costs are 35% higher than private special education schools

- Combined public school salaries are 44% higher than C766 school salaries

- Teacher salaries are 62% higher: $72,340 vs. $44,635

- Public school fringe benefit costs are 36.72% of wages, compared to 23.54% for C766 schools

- Taxpayers subsidize public school pension payments by over $115 million a year and occupancy costs by $730 million

- Educational Collaboratives have an unfunded actuarially accrued retirement benefit liability to retirees as high as $224 million
The Bottom Line Report, December 2012
Massachusetts Comparative Cost Analysis

- The Bottom Line Report Findings (cont’d)

- In addition to educating students at significantly lower costs than public schools and collaboratives, C766 schools:
  - Tuition rates include all costs to the taxpayer
  - Receive no annual subsidy from the Commonwealth’s taxpayers
  - Contributed $25.3 million in private funds to subsidize public education in FY ’11 and over $300 million since 1990
  - Have no unfunded liability for retiree benefits

- Contribute $189 million each year to Massachusetts economy from the tuition of 1,600 students from other states and countries
Increasing Special Education Costs

- Medical advances have enabled more children to survive preterm and low-birth weight births, but with a much greater risk of significant disability.

- Special education costs are increasing because there are more children with severe disabilities.

- Special education costs in Massachusetts have increased 56% vs. 36% for all public education since 2006. ([DESE]: http://finance1.doe.mass.edu/statistics/)

- Children with moderate to severe disabilities in early intervention services increased over 21,000 since 1992.

- 0-3 population declined 31,000 since 1990

- Increase of 35,000 students with autism, neurological and health related impairments since 2003
Increasing Special Education Costs

Between 1990 and 2010, the rate of increase of preterm births in Massachusetts = 39%. The rate of increase nationally = 13%
Increasing Special Education Costs
Between 1990 and 2010, the rate of increase of low birth weight births in Mass = 31%. The rate of increase nationally = 16%

Increasing Special Education Costs

Between 1990 and 2009, the infant mortality rate in Mass declined 29%. The national rate of decline was 28%.

Preterm is less than 37 completed weeks gestation.
Increasing Special Education Costs

- The increase in children with more severe disabilities is also reflected in significant shifts in student disabilities from learning disabled to health related disabilities.

### Mass Sped Enrollment by Disability 2003 - 2011

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>HEALTH</th>
<th>AUTISM</th>
<th>NEUROLOGICAL</th>
<th>COMMUNICATION</th>
<th>DEVELOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>993,463</td>
<td>155,204</td>
<td>4,195</td>
<td>4,080</td>
<td>3,638</td>
<td>20,474</td>
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<tr>
<td>2004</td>
<td>980,816</td>
<td>154,391</td>
<td>5,363</td>
<td>4,876</td>
<td>4,316</td>
<td>20,942</td>
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<tr>
<td>2005</td>
<td>975,911</td>
<td>157,106</td>
<td>6,632</td>
<td>5,467</td>
<td>4,562</td>
<td>23,416</td>
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<tr>
<td>2006</td>
<td>983,439</td>
<td>160,752</td>
<td>8,019</td>
<td>6,477</td>
<td>5,199</td>
<td>25,519</td>
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<tr>
<td>2007</td>
<td>979,851</td>
<td>163,396</td>
<td>9,382</td>
<td>7,521</td>
<td>5,577</td>
<td>27,045</td>
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<tr>
<td>2008</td>
<td>973,953</td>
<td>164,298</td>
<td>10,539</td>
<td>8,668</td>
<td>5,990</td>
<td>27,499</td>
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<tr>
<td>2009</td>
<td>970,059</td>
<td>166,037</td>
<td>11,525</td>
<td>9,793</td>
<td>6,481</td>
<td>28,701</td>
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<td>2010</td>
<td>967,951</td>
<td>164,847</td>
<td>12,758</td>
<td>10,781</td>
<td>7,013</td>
<td>28,932</td>
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<tr>
<td>2011</td>
<td>966,396</td>
<td>164,711</td>
<td>13,966</td>
<td>12,058</td>
<td>7,436</td>
<td>29,173</td>
</tr>
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</table>

Inc (Dec) -27,068 9,507 9,771 7,978 3,798 8,699 5,101
Inc (Dec) -2.72% 6.13% 232.92% 195.54% 104.40% 42.49% 40.70%

<table>
<thead>
<tr>
<th>YEAR</th>
<th>IMPAIRMENT</th>
<th>HARD OF HEARING</th>
<th>PHYSICAL</th>
<th>EMOTIONAL</th>
<th>DISABILITIES</th>
<th>INTELLECTUAL</th>
<th>SLD</th>
<th>DEAF/BLIND</th>
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<tbody>
<tr>
<td>2003</td>
<td>451</td>
<td>1,030</td>
<td>1,235</td>
<td>12,695</td>
<td>4,897</td>
<td>11,157</td>
<td>78,480</td>
<td>338</td>
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<tr>
<td>2004</td>
<td>473</td>
<td>1,127</td>
<td>1,199</td>
<td>13,304</td>
<td>5,193</td>
<td>12,493</td>
<td>70,862</td>
<td>384</td>
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<td>2005</td>
<td>604</td>
<td>1,347</td>
<td>1,277</td>
<td>13,382</td>
<td>5,536</td>
<td>12,175</td>
<td>67,672</td>
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<tr>
<td>2006</td>
<td>546</td>
<td>1,178</td>
<td>1,342</td>
<td>13,630</td>
<td>5,006</td>
<td>12,245</td>
<td>65,922</td>
<td>264</td>
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<tr>
<td>2007</td>
<td>580</td>
<td>1,234</td>
<td>1,470</td>
<td>13,884</td>
<td>5,107</td>
<td>11,799</td>
<td>63,734</td>
<td>237</td>
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<tr>
<td>2008</td>
<td>555</td>
<td>1,266</td>
<td>1,547</td>
<td>13,724</td>
<td>4,912</td>
<td>11,228</td>
<td>61,697</td>
<td>219</td>
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<tr>
<td>2009</td>
<td>544</td>
<td>1,194</td>
<td>1,603</td>
<td>13,966</td>
<td>4,780</td>
<td>10,968</td>
<td>59,454</td>
<td>219</td>
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<tr>
<td>2010</td>
<td>582</td>
<td>1,233</td>
<td>1,537</td>
<td>13,849</td>
<td>4,667</td>
<td>10,682</td>
<td>55,263</td>
<td>193</td>
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<tr>
<td>2011</td>
<td>592</td>
<td>1,226</td>
<td>1,460</td>
<td>13,964</td>
<td>4,726</td>
<td>10,374</td>
<td>51,900</td>
<td>201</td>
</tr>
</tbody>
</table>

Inc (Dec) 141 196 225 1,269 -171 -783 -26,580 -137
Inc (Dec) 31.26% 19.03% 18.22% 10.00% -3.49% -7.02% -33.87% -40.53%
Increasing Special Education Costs

DESE, Annual Report on Students with Disabilities, 2009 - 2010

Figure F: Percent Change of Special Education Enrollment, Ages 3-21, by Disability Category (SY06-10)

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Autism</td>
<td>62.3%</td>
</tr>
<tr>
<td>B - Health</td>
<td>55.1%</td>
</tr>
<tr>
<td>C - Neurological</td>
<td>31.7%</td>
</tr>
<tr>
<td>D - Physical</td>
<td>12.3%</td>
</tr>
<tr>
<td>E - Communication</td>
<td>10.6%</td>
</tr>
<tr>
<td>F - Development Delay</td>
<td>9.9%</td>
</tr>
<tr>
<td>G - Sensory/Vision Impairment</td>
<td>3.8%</td>
</tr>
<tr>
<td>H - Sensory/Hard of Hearing</td>
<td>-2.5%</td>
</tr>
<tr>
<td>I - Emotional</td>
<td>-3.8%</td>
</tr>
<tr>
<td>J - Multiple Disabilities</td>
<td>-9.0%</td>
</tr>
<tr>
<td>K - Intellectual</td>
<td>-12.3%</td>
</tr>
<tr>
<td>L - Specific Learning Disability</td>
<td>-15.0%</td>
</tr>
<tr>
<td>M - Sensory/Deafblind</td>
<td>-18.3%</td>
</tr>
<tr>
<td>N - Intellectual</td>
<td>-26.8%</td>
</tr>
</tbody>
</table>

I. Source: Massachusetts Student Information Management System
The Determination of Student Individualized Education Plans (IEPs)

- Under IDEA, public schools have the responsibility for:
  - Student Eligibility determination
  - Development of the IEP – including the types and amounts of services required to meet the unique needs of the student
  - Placement decision

- The law requires that students do not get placed outside of the general education classroom unless their disability requires another setting.

- The Team must always consider the unique needs of the student before making the final placement determination.

- It is the public school which determines the type and amount of services, the educational placement and the resulting cost of each student’s program.
What is a NAPSEC School

- ~ How we are funded
- ~ Federal and State Mandates
- ~ Compliance with state and Federal Law
- ~ Procedural safeguards
- ~ Effectiveness and outcomes
- ~ Cost benefit analysis
NAPSEC

- Privately operated, publicly regulated
- Emphasis on public private partnerships
- High degree of cost effectiveness
- Can expand and contract to meet needs
- Serve the entire range of severe disabilities
The Continuum of Placement Options

• Each point on the continuum supports and enhances the other

• NAPSEC schools are devoted to timely movement on the continuum

• NAPSEC schools are innovators in progressive options
Continuum of Placement Options

- General Ed Classroom
- Accommodations
- Hospital
- Supplementary Aides & services
- Residential
- Resource Class
- Therapeutic
- Itinerant Services
- Day School
- Separate School
- Self Contained Class
FREE APPROPRIATE PUBLICALLY FUNDED EDUCATION

~ Individual Educational Program
~ Appropriate to unique educational needs
~ The Least Restrictive Environment
~ Decisions Made on an Individual Basis
THE ROLE OF PRIVATE EDUCATION

• ~ Advocacy and Policy Development

• ~ Training and Program Enhancement

• ~ Service Promotion
NAPSEC

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