

## **NONPUBLIC SERVICES PLAN INSTRUCTIONS AND INFORMATION**

### **Participants**

The Services Plan is developed by the Individualized Education Program (IEP) team, which includes the parent, the student (if appropriate), a representative of the district in which the nonpublic school is located, a special education teacher or provider of services, a general education teacher (preferably the teacher of the student), and an individual who can interpret the instructional implication of evaluation results. A representative of the nonpublic school must be invited. If the nonpublic school representative does not attend, the team should document attempts made to invite a nonpublic school representative.

### **Eligibility for Special Education**

For initial evaluations, the Multidisciplinary Evaluation Team (MET) should follow rules for initial evaluations found in the Michigan Administrative Rules for Special Education (MARSE). The IEP team determines the eligibility based on the recommendation of the MET. For reevaluations, use the Review of Existing Evaluation Data (REED) procedures to determine what, if any, evaluations are necessary.

### **Statement of Need**

The IBP team should address only the needs related to the services that will be provided under federal regulations and the MARSE. Baseline data should be reported with same age peer comparisons from a variety of sources such as assessments, student work, and observations. There should be a description of how the student's needs affect involvement and progress in the general education curriculum.

### **Annual Goals**

Goals should address only those needs identified in the "Statement of Need" section related to the ancillary services to be provided. Goal pages should address how the progress will be evaluated and include a schedule for providing parents with the progress updates on the goals. IEP teams may use goal pages typically found in the IEPs.

### **Ancillary Services**

The ancillary services which local school districts are required to provide include those ancillary services set forth in the Michigan special education administrative rule 1997 AACRS, 340.1701(c).

### **Transportation**

Service may be provided at the site of the private school to the extent consistent with law. If necessary the student with a disability must be provided transportation from the student's school or the child's home to a site other than the private school and from the service site to the private school or to the child's home, depending upon the timing of the service.

### **Other Considerations**

IEP teams may use this section to address any other areas of the IBP that the team determines are appropriate for the student.

## **NONPUBLIC SERVICES PLAN NOTIFICATION INSTRUCTIONS AND INFORMATION**

The district must indicate the date the services will begin and the location of the services. For students in private schools, the team should indicate the name of the private school. If the student is a registered home school student, indicate if the service is in the home or at another location. The superintendent or designee must sign this form. This form may be given to the parent at the Services Plan meeting or provided within seven calendar days of the meeting.

### **Guidance for initial referrals to special education:**

Students attending a nonpublic school in their district of residence - After the evaluation is completed, the district should convene an Individualized Education Program (IEP) team meeting and determine if the student is eligible for special education programs and/or services. If the student is determined eligible, develop an IEP which provides a FAPE to the student. If the parent declines the program and/or services offered in the IEP, the parent should sign that they refuse consent for the initial provision of programs and/or services. The team should note in the "other factors" section of the Notice page that the parent declines the proposal and intends to have the student remain in the nonpublic school. The team may then develop a Services Plan. Subsequent proposals for services may be documented on the Services Plan form. (Districts have the option of using an IEP form.)

Students attending a nonpublic school not in their district of residence - After the evaluation is completed, the district should convene an IEP team meeting and determine if the student is eligible for special education programs and/or services. The district must obtain parent permission to invite the resident district to the IEP team meeting. If the student is eligible and:

1. The resident district is in attendance, the resident district should develop an IEP and inform the parent that the programs and/or services described in the IEP would be available if the student were to enroll in his or her resident district. If the parent declines the programs and/or services offered in the IEP, the parent should sign that they refuse consent for the initial provision of programs and/or services. The team should note in the "other factors" section of the Notice page that the parent declines the proposal and intends to have the student remain in the nonpublic school. The team may then develop a Services Plan. Subsequent proposals for services may be documented on the Services Plan form. (Districts have the option of using an IEP form.)
2. The resident district is not in attendance, the district in which the nonpublic school is located should ask the parent if his or her intent is to have the student remain in the nonpublic school. If the parent indicates intent to keep the student in the nonpublic school, the IEP team may then develop a Services Plan. Subsequent proposals for services may be documented on the Services Plan form. (Districts have the option of using an IBP form.) If the parent indicates intent to enroll the student in the district of residence, the parent should be told to contact the district of residence.

### **Guidance for reevaluations:**

The district must offer a redetermination of eligibility at least every 36 months to students who were found to be eligible for special education programs and/or services after an initial evaluation. The same rules apply in the REED process for students on a Nonpublic Service Plan as with students with an IEP.

If the outcome of the REED is that additional evaluations are necessary to re-establish eligibility, the determination must be made by an IBPT, however, documentation of the determination can be on either a Nonpublic Service Plan or an IBP.

Students who were found to be eligible for special education programs and/or services after an initial evaluation, but are not currently receiving special education services because parents declined services, must be reevaluated every three years, unless the parent and the local educational agency (LEA) agree that a reevaluation is unnecessary. If an evaluation is undertaken to determine eligibility, the district must convene an IEP team meeting to develop an IBP which provides a FAPE to the student.

### Procedures for the Provision of Special Education Services for Parentally Placed Students in Nonpublic Schools

District of Location (DOL) = District where Nonpublic is located

District of Residence (DOR)= District where student lives

