



Private/Non-Public Services Plan

Overview of the guidelines, 2010–2011

General Facts

Non-public and/or homeschool students will no longer be provided services on IEP forms because the district is NOT providing a FREE APPROPRIATE PUBLIC EDUCATION to these students (it's not free or public if they pay to go to private school or home-school!)

General Facts

- ▶ A new form, called the “Non–public Services Plan”, will be used instead
- ▶ The good news – IT’S SHORTER THAN AN IEP FORM!
- ▶ The bad news – for initial evals., you will have to have an IEP too!

NONPUBLIC SERVICES PLAN

Name: _____	Date of Review: _____
Student ID: _____	Resident District: _____
DOB: _____ Grade: _____	Nonpublic School: _____
Parent: _____	District in which Nonpublic School is Located: _____
Address: _____	
City: _____ Zip: _____	

PARTICIPANTS

Check the box next to the member who can interpret the instructional implications of the evaluation results.

Student (if appropriate)	<input type="checkbox"/>	District Representative
Parent	<input type="checkbox"/>	General Education Teacher
Parent	<input type="checkbox"/>	Special Education Provider
Nonpublic School Representative	<input type="checkbox"/>	Other

Eligibility for Special Education

The student is eligible to receive special education under the certification of: _____

Statement of Need: _____

Annual Goals (attach goal page): _____

Ancillary Services

Ancillary Service	Time	Frequency	Location

Transportation

If services are not provided in the nonpublic school, does the child require transportation to benefit from or participate in the services provided? Yes No

If yes, describe: _____

Other Considerations: _____

Process/Specifics

For students who reside in Livonia

- ▶ 1. Hold a REED, evaluate, convene an IEP and determine if the student is eligible for special education programs and/or services

Auxiliary Services

- ▶ (NOTE: According to the Michigan Administrative Rules for Special Ed., Auxiliary Services Act Rules, Nonpublic school children can receive the following auxiliary services by the public school:
 - Health and nursing services
 - Street crossing guards
 - National defense education act testing services

Auxiliary Services

- Speech “correction” services
- Visiting teacher services
- School diagnostician services for students with CI
- Teacher counselor services for students with PI, teacher consultant services for students with CI or EI, and
- Remedial reading services including teacher consultant services to pupils who have reading problems

More Specifics

- ▶ 2. If the student is eligible, we develop an IEP to be located in the *public school of residence* which provides FAPE
- ▶ IF parent declines services and/or programs (presumably because they do not want to return to the public school!), parent signs that they REFUSE consent for the Initial Provision of Programs and/or Services

More specifics

- ▶ 2A. The team notes in the “other factors” section of the initial provision page (page 6 of the IEP) that the parent declines that proposal and intends to have the student remain in the non–public school
 - ▶ – the team may then develop a Non–public Services Plan
 - ▶ – subsequent proposals for services may be documented on the Services Plan form.
 - ▶ – If the student is NOT eligible, hold an IEP as usual

Process/Specifics:

Students who do not reside in Livonia

- ▶ 1. Hold a REED, evaluate, convene an IEP and determine if the student is eligible for special education programs and/or services
- ▶ ****2. THE DISTRICT MUST OBTAIN PARENTAL PERMISSION TO INVITE THE RESIDENT DISTRICT TO THE IEP TEAM MEETING**

More process/specifics

- ▶ If the student is eligible and the resident district is IN attendance:
 - The *resident district* should develop an IEP and inform the parent that programs and/or services described in the IEP would be available if the student were to enroll in his/her resident public school
 - If parent declines, they sign their refusal for consent on the Initial Provision of Programs and/or Services form

More process/specifics

- ▶ The team notes in the “other factors” section of the Notice page that the parents declines the proposal and intends to have the student remain in the non-public school
- ▶ The team may then develop a Non-public Service Plan
- ▶ Subsequent proposals for services may be documented on the Non-public Services Plan form

More process/specifics

- ▶ If the student is eligible and the resident district is NOT IN attendance:
 - ▶ – The district in which the non-public is located (that's us!) should ask the parent if his/her intent is to have the student remain in the non-public school
 - ▶ – IF “YES” – the team may develop a Non-public Services Plan and subsequent proposals for services may be documented on the Non-public Services Plan form
 - – IF “NO” – the parent should be told to contact the district of residence

Re-evaluations

- ▶ For student who were found eligible for special ed. programs and/or services after an initial evaluation
 - BUT are not receiving services due to parents declining services, the student must be re-evaluated every 3 years, unless the parent and the district agree that a re-evaluation is unnecessary.
 - IF a re-evaluation is undertaken to determine eligibility, the district must convene an IEP team meeting to develop an IEP which provides a FAPE to the student.