

8.1: PRIVATE SCHOOL – Placed by Parents

Introduction: The purpose of these procedures is to document the District’s responsibilities and practices related to students who have been placed by their parents in private school settings, including homeschooled students. These students are subject to Child Find activities and, if eligible, district residents may access IEP services via part-time enrollment. Non-resident students may access IEP services through their district of residence. Students attending OSPI approved, non-profit private schools fall into a sub-group of students who have the additional option of accessing “equitable services” via a Service Plan, in lieu of an IEP. “Beyond the Evaluation: A Parent’s Guide” is a useful resource for parents of private school students wishing to learn more about service options for their child.

CHILD FIND

Initial evaluations - Parents of private school or homeschooled students should submit a “Private School Referral Packet” to request an initial evaluation. The Private School Assessment Team reviews all submissions to reach a Decision to Assess/Decision Not to Assess and operates in accordance with all evaluation related OSPI timeline regulations. Parents may access the referral packet online or by contacting the Private School Referral Desk at privateschoolservices@seattleschools.org. Child Find regulations require school districts to identify students with disabilities attending private schools located within their district, though parents of resident students may also request an evaluation even if the private school is located outside the district boundaries.

Reevaluations - Conducted by the school-based team at the assigned SPS for all students who are receiving any services via part-time enrollment. All areas identified in the most recent evaluation should be addressed, regardless of the services currently accessed via IEP. Parents with students eligible for special education but not enrolled in the District should contact the Private School Referral Desk at privateschoolservices@seattleschools.org to request a “Reevaluation Request Packet.” Students are considered eligible until exited via reevaluation and parents may enroll for services at any time, regardless of expired evaluation. If evaluation is expired, schools must offer an IEP based on expired evaluation and immediately initiate a reevaluation to determine current eligibility status.

PART-TIME DISTRICT ENROLLMENT (IEP)

Part-time enrollment is available only to students residing within the district (regardless of private school location). Parents may request services in any or all areas of eligibility. The District is responsible for offering FAPE in all areas of eligibility and providing FAPE in each service area selected by the parent. The service provider is not required to adjust their schedule to meet the needs of the student, parent or private school. Providers are obligated to offer a schedule consistent with the number of minutes identified in the IEP and parents may choose to accept or decline the offer. If parents decline an offer of services, a PWN should be written to document the decision.

Although services may not be initiated prior to enrollment, there is no requirement that enrollment precedes IEP development. IEP requests will be carried out by the SPS linked to the private school (or neighborhood school for homeschooled students). School assignment is determined by the private school address (or home address for homeschooled students) using the Address Look-Up Tool found on the Enrollment Center’s webpage. When a part-time student has been assigned to their school for services, schools will be informed by the Enrollment Center or Central Office personnel.

If the most recent evaluation is not current, providers are expected to consult with parents to obtain present levels through other means. To enroll their child part time, parents must follow standard district enrollment procedures and include the “Request for Part-Time Enrollment” form found on the Enrollment website. Central Office and School-Based Personnel Procedures for Part-time Enrollment must be adhered to for accurate reporting, funding and overage compensation as appropriate.

FULL-TIME PRIVATE SCHOOL ENROLLMENT (SERVICE PLAN)

Students enrolled in OSPI approved, non-profit private schools who are not enrolled in SPS may be eligible to access services via a Service Plan, depending on current areas of eligibility. Students receiving homeschool instruction, attending non-approved or for-profit private schools are not eligible to access a Service Plan. Services offered through Service Plans are determined each spring for the following school year and may vary from year to year. Unlike an IEP, minutes are pre-determined and not individualized. Services are provided through contracted agencies, typically at the private school but may also be delivered at other agreed upon locations. Service minutes will likely be less than an IEP offers and are not available in all areas of eligibility. For information on available services, or to request a Service Plan, parents should contact the Private School Desk at privateschoolservices@seattleschools.org.

PROCEDURE	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
<p>Referral and Evaluation</p> <p>1. Private School Referral Packet is completed and submitted to the Private School Supervisor. The referral packet is provided to all private schools electronically at the beginning of the school year and is available on the SPS website. The Private School Assessment Team (PSAT) reviews all referral packets and makes a decision to assess (DTA) or a decision not to assess (DNNTA) for the students.</p> <p style="padding-left: 20px;">a. If a DTA is made, an Evaluation Case Manager is appointed and sends a Prior Written Notice and Consent for Evaluation to the parents/guardians for review.</p> <p style="padding-left: 20px;">b. If a DNNTA is made, a Prior Written Notice is sent to parents/guardians and the procedure stops.</p> <p>2. For DTAs, upon receipt of consent, the evaluation begins.</p> <p>3. The eligibility decision meeting is held and the parent/guardian is provided copies of the evaluation results and PWN.</p>	<p>Private School Referral Packet</p> <p>PWN Consent (for DTAs)</p>	<p>Parent and Private School Staff</p> <p>PSAT</p> <p>Evaluation Case Manager</p>	<p>As needed</p> <p>Within 25 school days of referral</p>	<p>Private School Referral Packet</p> <p>WAC 392-172A-04000 through WAC 392-172A-04070</p> <p>DTA Checklist</p>
<p>Service Options</p> <p>1. Overview: Parentally-placed students attending <u>approved, non-profit private schools</u> may be eligible to access services through a Service Plan. This option is available to designated students attending approved schools, regardless of residence. Each parentally placed private school student eligible for special education and designated to receive services, must have a Service Plan describing the special education and related services that will be provided in light of the services that the school district has determined it will make available to this group of students.</p>	<p>Evaluation Reports</p> <p>PWN</p>	<p>Evaluation Team</p> <p>Evaluation Team</p> <p>Private School Supervisor</p> <p>Program Specialist</p>	<p>Within 35 school days of consent</p>	<p>Evaluation Planning Process (See section 2)</p> <p>Initial Evaluation Procedures (See section 2)</p> <p>OSPI- Approved Private Schools</p>

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<p>2. Enrollment: Students who are designated to receive services through a Service Plan – because their parents/guardians have decided not to enroll them in the district either full or part time – should <u>not</u> be enrolled as SPS students. Upon parent/guardian or private school request for services, the Specialist or Supervisor contacts the Central Office Compliance Team and verifies that the student is not currently enrolled, or “active.”</p> <p>3. Service Plans/Services: Services available to parentally-placed private school students are identified through an annual collaborative consultation meeting with District and private school representatives, as well as representatives of parents of parentally-placed private school students. The final determination specifies the services available, including the amount of each service. Some students may not be eligible for any services via Service Plans, if their areas of eligibility were not selected to be addressed through the Proportionate Share allocation.</p> <p>4. Once a parentally-placed private school student has been designated to receive services, a provider is assigned and a Service Plan is developed. The Service Plan must describe the specific services that the school district will provide, in light of those that the district has determined will be made available to parentally-placed students eligible for special education. Service Plans should reflect only the services the student will receive and parents/guardians are not required to accept services in all offered areas.</p>	<p>Service Plan</p>	<p>Private School Supervisor</p> <p>Program Specialist</p> <p>Compliance Team</p> <p>Private School Representatives</p> <p>Parent/Guardian Representatives</p> <p>Private School Supervisor</p> <p>Program Specialist</p>		<p>Private School Team Contact Information</p> <p>WAC 392-172A-04045</p> <p>Proportionate Share Allocation Administrative Procedures</p>

Effective Date: 9/1/2022

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
<p>Proportionate Share Allocation Introduction: As a condition of funding under IDEA, the District is required to set aside a share of federal IDEA Part B funds to provide equitable services (direct or indirect) to parentally-placed private school students with disabilities. This is referred to as Proportionate Share. The equitable services provided to this group of students are determined annually, through a collaborative consultation process between the District, private school representatives and representatives of parentally-placed private school students. The below timeline reflects the budget and consultation process followed by the District to ensure meaningful consultation and timely implementation of Service Plans. The Executive Director of Special Education is ultimately responsible for the oversight of the proportionate share budget and consultation process.</p> <p><i>Determining the Annual Child Count:</i></p> <ol style="list-style-type: none"> 1. September – November: The Special Education Services Supervisor for Private Schools will contact all approved non-profit private school to identify students eligible for special education that are not already identified by the District and confirm attendance of known eligible students. 2. By December 1, the Special Education Services Supervisor for Private schools will conduct the annual child count of students eligible for special education unilaterally placed by parents in private schools. The total number of students unilaterally placed by their parents in private (non-profit) elementary or secondary (K-12) schools for the current school year located within the district (WAC 392-172A-04015) includes those: <ul style="list-style-type: none"> - enrolled in grades K-12, - determined eligible for special education, and - not served through a services plan or IEP, or were served through a services plan or IEP (part-time enrolled). 		Private School Supervisor	September 1 – December 1	OSPI- Approved Nonprofit, Private Schools Proportionate Share Administrative Procedures

Effective Date: 9/1/2022

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
<p><i>Calculating and Budgeting Proportionate Share Funds:</i></p> <ol style="list-style-type: none"> 3. The Senior Cost technician for special Education, Executive Director for Special Education and/or Director of Special Education, Grants and Fiscal Compliance representative, and Budget representative will consult to create the Special Education budget for the following school year within the District's budget development timelines. 4. Using the estimated carryover from the current school year and the current school year's annual private school count, the annual budget will include the estimated proportionate share set aside funds for the upcoming school year. 5. The estimated proportionate share allocation will be determined prior to the March Consultation Meeting. The Senior Cost Technician for Special Education will provide the Special Education Services Supervisor, Executive Director for Special Education, Director of Special Education, Director of Budget, and Grants and Fiscal Compliance representative, monthly budget reports by the tenth of each month, with proportionate share expenditures. <p><i>March Consultation Meeting:</i></p> <ol style="list-style-type: none"> 6. By early February in conjunction with budget update(s) the Special Education Services Supervisor for Private Schools will email all private school representatives and representatives of parents of parentally placed private school students an invitation and information regarding the march Consultation Meeting. 7. In advance of the March Consultation Meeting the Special Education Services Supervisor for Private Schools, Executive Director for Special Education and/or Director of Special Education, Senior Cost Technician for Special Education, Budget Director, and Grants and Fiscal Compliance representative will consult, including: <ul style="list-style-type: none"> - Verifying the Estimated Proportionate Share allocation; - Reviewing the meeting agenda and all meeting materials. 		<p>Private School Supervisor</p> <p>Director of Special Education or Executive Director of Special Education</p>	<p>By March 30</p>	<p>Administrative Procedures</p>

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<p>8. Before the end of March, the Private School Supervisor and Director/Executive Director will host the initial collaborative consultation meeting to begin discussion regarding services to be provided the following school year to parentally-placed private school students include a. child find process and how parentally placed private school students suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process; b. the determination of the proportionate share of federal funds available to serve parentally placed private school students eligible for special education including the determination of how the District calculated the estimated proportionate share of those funds; c. the consultation process among the District, private school officials, and representatives of parents of parentally placed private school students eligible for special education including how the process will operate throughout the school year to ensure that parentally placed students eligible for special education identified through the child find process can meaningfully participate in special education and related services; d. how, where and by whom special education and related services will be provided for parentally placed private school students eligible for special education including the types of services and how special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school students and how and when those decisions will be made; and e. how if the District disagrees with the views of the private school officials on the provision of services or the types of services the District will provide to the private school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract. A review of expenditures for the current year will be conducted at this time, in an effort to determine whether additional services should be made available for the remainder of the fiscal year (for example professional development opportunities or other supplemental services identified in a</p>				

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<p>student's services plan). Additionally, scheduling of a follow-up May Consultation Meeting will be discussed.</p>				
PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
<p>9. The District will collect written affirmations signed by the representatives of participating private schools.</p> <p>10. Following the meeting the Private School Supervisor will email private school officials and representatives of private school parents (whether or not they attended) copies of meeting handouts and a summary of meeting notes, including a written explanation regarding any disagreements. .</p> <p><i>April Consultation and Determination of Services:</i></p> <p>11. The Private School Supervisor will consult directly with private school representatives and representatives of parents of parentally-placed private school students that did not attend the March Consultation Meeting, obtaining input regarding the consultation topics discussed above (WAC 392-172A-04020). Consultation may take place in-person, via phone conference or email.</p> <p>12. By April 30, the Private School Supervisor, Director/Executive Director and the Senior Cost Technician for Special Education will meet to review the meeting discussion and any input received following the meeting.</p>		<p>Private School Supervisor</p> <p>Private School Supervisor</p> <p>Private School Representatives</p> <p>Private School Supervisor</p> <p>Director of Special Education or Executive Director of Special Education</p> <p>Senior Cost Technician</p>	<p>Each April</p> <p>Each April</p> <p>By April 30</p>	

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<p>13. The Private School Supervisor, Director/Executive Director and the Senior Cost Technician for Special Education will make a final determination on each of the topics discussed at the March meeting, including:</p> <ol style="list-style-type: none"> How Child Find will be conducted in the coming school year, How the consultation process will operate throughout the school year, The numbers, location and needs of eligible students, Which students will receive equitable services, What services will be provided, and, How, where and by whom the services will be provided. <p><i>May Follow-Up Proportionate Share Meeting:</i></p> <p>14. By mid-April, in conjunction with the April budget update (see below), the Special Education Services Supervisor for Private Schools will email all private school representatives and representatives of parents of parentally-placed private school students an invitation to a May follow-up meeting. In addition, as a follow-up to the March discussion regarding additional available services for the current fiscal year, the Special Education Services Supervisor for Private Schools will provide private school representatives with any forms required to access additional services that would be identified in a student's services plan.</p> <p>15. The District will host a follow-up Consultation meeting to review the April budget update for the current year, report on the consultation input from private schools not attending the meeting in March, review the estimated Proportionate Share allocation including estimated carryover, report on the District's final determination regarding the provision of equitable services for the following school year, and review how the District will provide a written explanation if in disagreement with the private school officials on the provision or types of services.</p>		<p>Private School Supervisor</p> <p>Director of Special Education or Executive Director of Special Education</p> <p>Senior Cost Technician</p> <p>Private School Supervisor</p>	<p>By April 30</p> <p>By May 31</p>	

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<p>16. The District will collect written affirmations signed by the representatives of participating private schools.</p> <p>17. Following the meeting, the Special Education Services Supervisor for Private Schools will email private school representatives and representatives of private school parents (whether or not they attended) copies of any meeting handouts and a summary of notes and decisions, including a written explanation regarding any disagreements.</p>				
<p>Developing Service Plans and Contracting with Service Providers:</p> <p>1. Reflecting the decisions made by the District following the consultation meetings, the District, in partnership with contracted agencies, will begin amending Service Plans as necessary, based on the service determinations for the following school year.</p> <p>2. The Private School Supervisor and the Senior Cost Technician will initiate the contract development process with potential agency providers and work with individuals to finalize their Personal Services Contract (PSC) paperwork and completing the Documentation of Completion and/or Sole Source Justification worksheets as necessary.</p> <p>3. By August 10, PSC paperwork will be processed and submitted to the Senior Cost Technician for approval and routing to Contract Services.</p>		<p>Private School Supervisor</p> <p>Program Specialist</p> <p>Providers</p> <p>Contracted Agencies</p> <p>Private School Supervisor</p> <p>Senior Cost Technician</p> <p>Senior Cost Technician</p> <p>Contract Services</p>	<p>By June 30</p> <p>By June 30</p> <p>By August 10</p>	<p>Personal Services Contract Procedures (See Section 9.7)</p>

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<p>4. <i>Prior to the start of school</i>, the Special Education Services Supervisor for Private Schools and/or the Program Specialist will ensure all existing services plans are updated to reflect the services and duration of services to be provided, as determined during the consultation process.</p> <p>5. <i>Ongoing</i>: The Special Education Services Supervisor and/or Program Specialist will initiate and conduct meetings to develop, review, and revise services plans that are developed consistent with requirements for developing IEPs, to the extent appropriate. The Special Education Services Supervisor and/or Program Specialist will ensure that services plans are developed within 30 days of a determination of a student's eligibility for special education and a determination that proportionate share services are available for the student. In addition, service plans will be developed for students who are identified throughout the year, or who are requesting services, within 30 days of the identification of the student or the request, based on the determination of proportionate share services described above.</p> <p>6. The ongoing consultation process will be based on consideration of input from private schools and representatives of parentally-placed private school students gathered during the consultation meetings. Adjustments may be made to the process during the course of the year based on additional information from private schools. As part of the ongoing consultation process, the Special Education Services Supervisor will:</p> <ul style="list-style-type: none"> - Provide private school representatives with budget updates, including exact amounts expended for proportionate share, by November 15, February 15, and April 15. 				

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<p>- Maintain records on the consultation process with each private school, including the names of the participants. Specifically, describe (a) how the consultation was conducted (individual face-to-face meetings, one group meeting, phone conference call, etc.), (b) the date(s) that the consultation meetings were conducted, (c) how representatives of parents of eligible private school students were included in the consultation meeting(s), and (d) how the required five points of discussion were addressed in the consultation process. NOTE: The District will record if representatives of parents were not included during consultation(s) because the private school had no eligible students.</p> <p>- If representatives of parents were not included, and the school does have eligible students, the District will provide a description of how the District will ensure that representatives of parents will be included in the consultation process during the upcoming school year in the federal IDEA grant application (form package 267). (See footnote 3 for a description of how the District will work to ensure that representatives of parentally-placed private school students are included in the consultation process). If the consultation approach differed for each private school, the District will maintain records sufficient to report the approach for each school in the federal IDEA grant application (form package 267).</p> <p>- Collect written affirmations. If the District does not have written affirmations on file for each approved private, (non-profit) elementary or secondary (K-12) school, documentation of the consultation process will be maintained in order to be uploaded in the iGrants IDEA application (form package 267).</p>				

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<ul style="list-style-type: none"> - Manage materials, equipment and property purchased with proportionate share funds for which the District must hold title. NOTE: The District may place equipment and supplies in a private school, but only for the period of time needed to meet the equitable participation requirements for the Part B program. If equipment and supplies are placed in a private school, the District must ensure they are used only for Part B purposes, and can be removed from the private school without remodeling the private school facility. The District must remove equipment and supplies from a private school if the equipment and supplies are no longer needed for Part B purposes or if removal is necessary to avoid unauthorized use of the equipment and supplies for other than Part B purposes. Proportionate share funds may not be used for repairs, minor remodeling or construction of private school facilities. See Section I. Property, Equipment and Supplies, items I-1 and I-2 in the Private School Q & A in the Reference Materials box below for more information.) - Monitor special education services being provided under contracts funded by proportionate share funds to ensure that services are being provided in accordance with the contract(s) and maintain documentation of those monitoring activities. - Monitor special education services provided by SPS staff to ensure services are being provided. 				

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