

Home School Procedures

HOME SCHOOL SERVICES TO HOME SCHOOLED STUDENTS AGES 5-21

Special Education - When the district receives notice that a parent intends to home school a child with a disability or that a child with a disability is being home schooled, the district shall offer, and document to the parent;

- An opportunity for the child to receive special education and related services as if the child were enrolled in the district; and
- An opportunity for an IEP meeting to consider providing special education and related services to the child with a disability in conjunction with home schooling.

Child Find -The District is responsible for the identification and evaluation of any student within its jurisdiction. The parent may refer a home school student to determine eligibility for special education services or a previously served student may be already identified.

Written Prior Notice – Invite parent/teacher rep., special education teacher, and district rep.

Meeting Participants – The child’s parent shall be treated as both the parent and regular teacher of the child unless the student may participate in any part of the district’s regular education program, then the IEP team must include a district regular education teacher

Evaluation – Must be evaluated in all areas of suspected disability.

Parent Refusal – If parent refuses special education the child falls under the regular home school rules. The district sends a letter stating we **stand ready to serve**. If the parent does not respond, the district has no further obligation to initiate the offer of a free appropriate public education as long as the child is exempted from compulsory education as a home-schooled child.

IEP Development – Parent must accept entire **IEP** in order to provide FAPE or not at all. In the IEP under the section “extent of non-participation in regular education” the **IEP** shall state that “the child is exempt from compulsory school attendance and regular education is provided through home schooling.”

Progress Monitoring – The **IEP** shall state how “satisfactory educational progress” will be determined for the student.

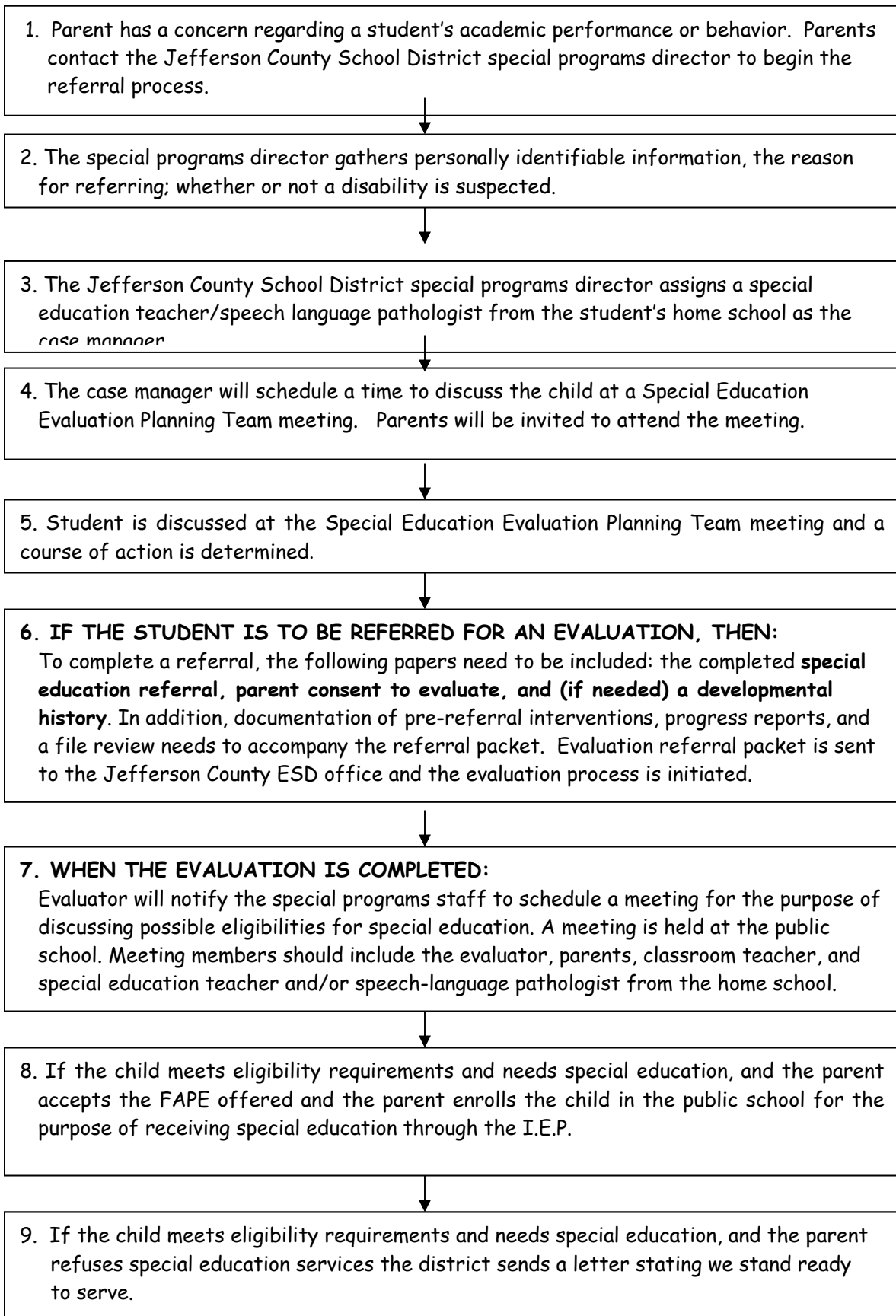
Service Delivery Placement – Services cannot be provided at home (unless they would have been provided in the home due a medical condition). Services must be provided at school or at a neutral site.

Reevaluations – Every 3 years determine if evaluation is needed to continue eligibility. If a parent refuses consent for such evaluation or refuses to make the child available, the district shall document to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the child available.

Transportation – Could be allowed to ride school bus to and from public school on a **regular route** if coming to public school for services. Otherwise, parents provide transportation.

Due Process – Due process available for all areas of procedural safeguards

OVERVIEW OF REFERRAL PROCESS TO SPECIAL EDUCATION FOR HOME SCHOOL STUDENTS



Procedural Checklist for Home School Students Referred for Special Education

PREREFERRAL

- _____ Parent, has a concern regarding a student's academic performance or behavior and contacts the Jefferson County School District special programs director to begin the pre-referral process.
- _____ The special programs director gathers personally identifiable and pre-referral information: (1) the reason for referring; (2) whether or not a disability is suspected, and (3) pre-referral interventions.
- _____ The Jefferson County School District Special Programs Director assigns a special education teacher/speech-language therapist from the student's home school as the case manager.
- _____ The case manager will schedule a time to discuss the child at a Special Education Evaluation Planning Team meeting. Parents will be invited to attend the Team meeting.

IF THE STUDENT IS TO BE REFERRED FOR AN EVALUATION, THEN:

- _____ To complete a referral, the following papers need to be included: **the completed special education referral, parent consent to evaluate, and (if needed) a developmental history.** In addition, documentation of pre-referral interventions, progress reports, and a file review needs to accompany the referral packet.

WHEN THE EVALUATION IS COMPLETED:

- _____ Evaluator will notify the special programs staff to schedule a meeting for the purpose of discussing possible eligibilities for special education.
- _____ Evaluator will prepare written reports prior to the meeting.
- _____ A meeting is held at the public school. Meeting members should include the evaluator, parents, and the special education case manager.
- _____ If the child meets eligibility requirements and needs special education, then the child may receive services by enrolling the child into public school for the purpose of receiving special education through the I.E.P.
- _____ If the child meets eligibility requirements and the parents refuse, document the refusal on the **Prior Notice and Consent for Initial Provision of Special Education Services** form and notify the JCESD secretary to send a letter stating we stand ready to serve.

Home Schooled Students Whose Parents Refuse Special Education Services

- If the child has been identified as disabled and parents refuse special education services:
- If an initial eligibility, record the parent's refusal on the **Prior Notice and Consent for Initial Provision of Special Education Services** form
 - If the student was previously served, send a letter stating we stand ready to offer Free Appropriate Public Education (FAPE) including with the letter the **Notice of Procedural Safeguards.**

Here is a sample of the letter that is sent to parents:

JEFFERSON COUNTY SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT

295 SE BUFF STREET
MADRAS, OR 97741

Date _____
Parent's Name _____
Address _____
City, State, Zip _____
RE: Child's Name _____
Dear Parent(s) _____:

The Jefferson County School District has a responsibility to offer a free, appropriate, public education (FAPE) to all disabled students within its boundaries.

The School District has offered FAPE to your child and you have elected to withdraw your child from public education and refused special education services.

You are entitled to, at any time, re-enroll your child in public school. We stand ready to offer a free appropriate public education with special education and related services to your child at that time. If you are interested in special education services for your child or have questions about the process for services, contact your child's special education case manager, or contact me for further information.

Enclosed is your copy of "Parents Rights for Special Education".

Sincerely,

Barbara Garland
Special Education Director
Jefferson County School District cc: Cum Folder
Special Programs

PRIVATE SCHOOL

SERVICES TO STUDENTS IN PRIVATE SCHOOLS UNILATERALLY ENROLLED BY THEIR PARENTS STUDENTS AGES 5-21

The 2004 Individuals with Disabilities Educational Act (IDEA) includes provisions relating to students with disabilities who have been unilaterally placed in a private school by their parents.

Private School Counts for IDEA Distribution – The District must report to the State Department of Education the total number of students who are parentally placed and enrolled in private schools in the district as of October 1st of each year.

Consultation with Private Schools – IDEA 2004 requires school districts to engage in timely and meaningful consultation with representatives of private schools and parents about the provision of special education services for parentally placed private school students attending private schools within our district.

Affirmation of Consultation – IDEA 2004 requires that school districts ask private school officials to provide written affirmations of a satisfactory consultation process. Private school officials are not required to provide a written statement if they believe the process unsatisfactory.

Child Find – The Child find process, including how resident and non-resident students suspected of having a disability can participate equitable. Child Find includes evaluations, eligibility determinations and reevaluations. The parent or the private school may refer a student to the District for an evaluation to determine eligibility for special education services or a previously served student may already be identified.

Parent Consent- If a child is enrolled or is going to enroll in a private school that is not located in the child's resident school district, parent consent using the **Parental Permission to Exchange Information Form**, must be obtained before any personally identifiable information about the child is released between officials of the school district where the private school is located and the resident school.

Written Prior Notice of Evaluation/Consent for Evaluation Form – Invite parent/teacher rep., regular teacher, special ed. teacher, and district rep. to be involved in the Special Education Evaluation Planning Team meeting.

Evaluation – Must be evaluated in all areas of suspected disability.

Students Served - The District will only consider serving students with disabilities who are eligible for IDEA. Services provided will not exceed the funding allocation for the district. Although they qualify for special education, students in Private Schools are not in special education. Parents have chosen to send their student to a private school, therefore, the district is only obligated to develop a service plan.

Parent Refusal – If parent refuses special education, request the district Special Education Department Secretary to send a letter stating we stand ready to serve.

Specific Services Provided. The District has determined, after consultation with private school representatives, services will be provided by the District as follows:

- Special education services for private school students will typically be provided at the student's local public school. The services will be provided during the school day and at times that fit within the schedule of the special education staff.
- Transportation – Regular school transportation options are available to the child. However, a school district is not responsible for providing transportation resulting from the parent's decision to access special education services outside of the district's ordinary transportation schedules and routes.

Proportional Share - The District will use proportional funding to determine the amounts to be expended for the provision of the services listed above.

Service Plan - If a student is eligible for special education services under these guidelines, a "Service Plan" must be developed with participation from the private school. Students in Private Schools are not in special education. Although they qualify for special education, because parents have chosen to send their student to a private school, the district is only obligated to develop a service plan.

The **Service Plan** is a written educational plan developed by the student's teacher, a special education teacher, someone who is qualified to provide or supervise special education (a district representative or an administrator), and the parent(s). The student, as appropriate, may also participate, as well as others at the discretion of the parents or district. The student's Service Plan will comply with the District guidelines with regards to present level of academic achievement and functional performance, and annual goals with criteria and schedules for determining whether the goals are being met.

Limited Focus of Service Plans - Service Plans will only be provided in areas we agree with private schools to serve. The Service Plan document will include only those services identified as needed by the student and consistent with these guidelines. The District must conduct Service Plan meetings to develop, review, and/or revise a student's Service Plan.

More Intense Services - If the student needs more intense services than can be provided to a private school student, parents should be encouraged to consider services available within a local public school with a special education Individual Education Plan (IEP).

Annual Service Plan Review: Federal and state regulations require that a meeting be held to review and revise, as appropriate, the student's **Service Plan** at least once a year. This could be at the anniversary date of the last Service Plan meeting or an earlier date.

Students Previously Identified as Needing Special Education - For students who have been enrolled in public school and have been identified as needing Special Education, the parent(s) will be offered a Free Appropriate Public Education (FAPE). If the parent(s) decide to continue placement of the student in private school, a **Service Plan** will be developed.

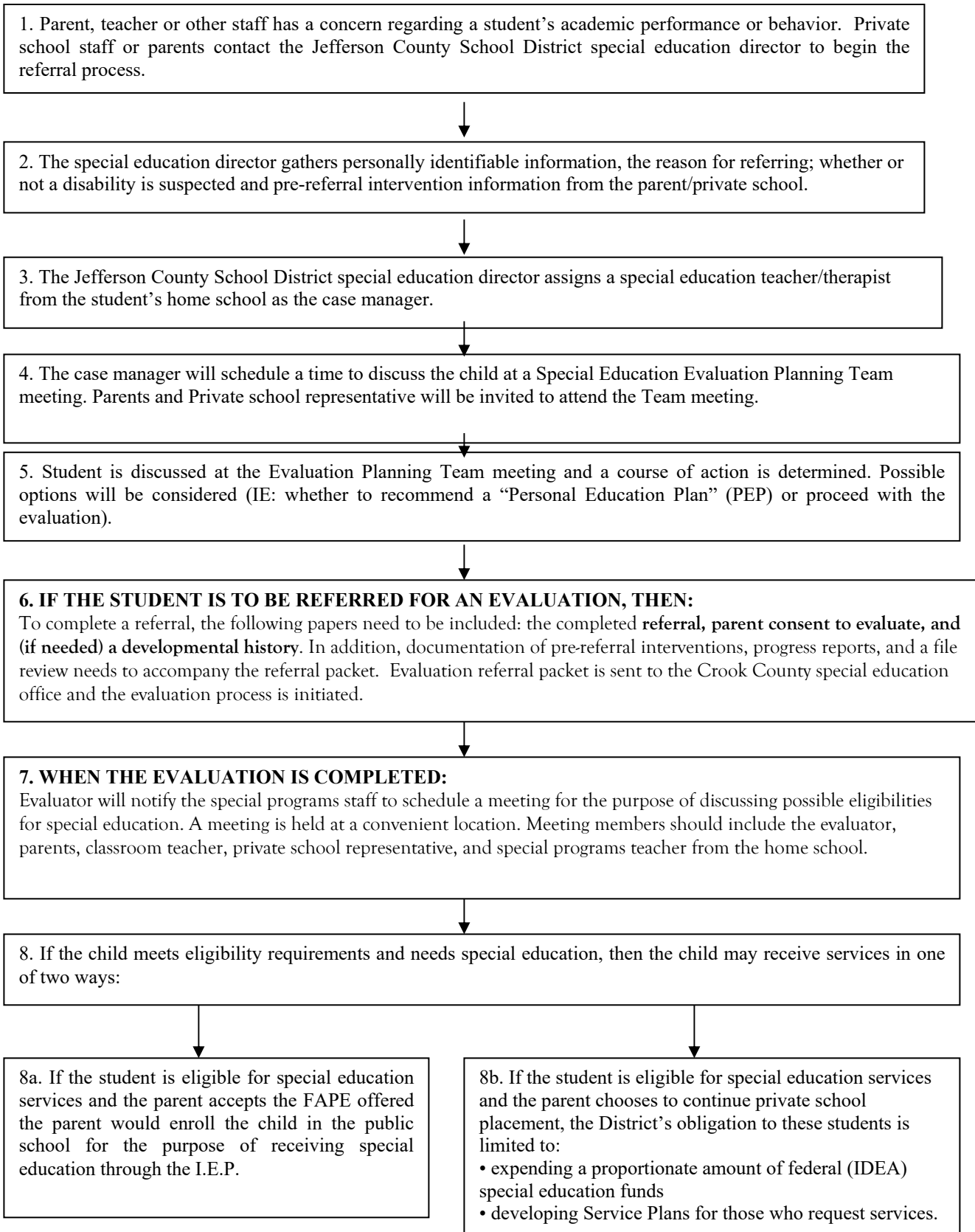
Reevaluations – Re-Evaluation: A re-evaluation of an eligible student must be conducted every three years. The evaluation serves to establish whether the student continues to meet eligibility requirements as disabled and is in need of special education. For all private school students, offer a re-evaluation even if not receiving services.

Continuation of Services - The district special education staff is always ready and willing to assist parents with their student's special education needs, and parent placement in a private school program does not permanently abridge a parent's rights to special education services in a public school.

Due Process – Available only for child find. Other procedural violations go through the Oregon Department of Education. Students on service plans are not considered enrolled in special education and thus these rights do not transfer, (until such time that a parent enrolls a student in a public education program with special education services.)

Educational Materials for Students - Certain types of educational materials needed by students may be provided to a private school. This includes students who need information in Braille or large print. The private school will be charged for the staff time to develop and/or reproduce the material and for the cost of the actual material. A Service Plan will not be used for these services.

**OVERVIEW OF REFERRAL PROCESS TO
SPECIAL EDUCATION BY PRIVATE SCHOOLS**



**Procedural Checklist for Students Attending Parochial/Private Schools
Referred for Special Education**

PREREFERRAL

_____ Parent, teacher or other staff has a concern regarding a student's academic performance or behavior and contacts the Jefferson County School District special education director to begin the pre-referral process.

_____ The special education director gathers personally identifiable and pre-referral information: (1) the reason for referring; (2) whether or not a disability is suspected, and (3) pre-referral interventions.

_____ The Jefferson County School District special education director assigns a special education teacher/therapist from the student's home school as the case manager.

_____ The case manager will schedule a time to discuss the child at a Special Education Evaluation Planning Team meeting. Private school representative and parents will be invited to attend the Team meeting.

IF THE STUDENT IS TO BE REFERRED FOR AN EVALUATION, THEN:

_____ To complete a referral, the following papers need to be included: the completed **referral, parent consent to evaluate, and (if needed) a developmental history**. In addition, documentation of pre-referral interventions, progress reports, and a file review needs to accompany the referral packet.

_____ On occasion, the evaluator may arrange a classroom observation of the child. Please do not notify the student that an observation will occur or make changes in your daily schedule.

_____ The evaluator will contact the referring teacher to schedule a time to complete the evaluation.

WHEN THE EVALUATION IS COMPLETED:

_____ Evaluator will notify the special programs staff to schedule a meeting for the purpose of discussing possible eligibilities for special education.

_____ Evaluator will prepare written reports prior to the meeting.

_____ A meeting is held at a convenient location. Meeting members should include the evaluator, parents, classroom teacher, private school representative, and special programs teacher from the home school.

_____ If the child meets eligibility requirements and needs special education, then the child may receive services in one of two ways:

1) **Service Plan** - Students with disabilities who are enrolled by their parents in private schools will not receive Individualized Education Plan (IEP) services. Services for these students will be determined after consultation with parents/private school representatives. The District's obligation to these students is limited to developing a Service and expending a proportionate amount of federal (IDEA) special education funds for resource room and speech services as needed by the student.

2) Enrolling the child currently attending private school into public school for the purpose of receiving special education through the I.E.P. and FAPE (Free Appropriate Public Education).

_____ If the child meets eligibility requirements and the parents refuse services the case manager will complete **Notice of Termination of Services Form** and notify the special education secretary to send a letter stating we stand ready to serve.

Private Schooled Students Whose Parents Refuse Special Education Services

If the child has been identified as disabled and parents refuse special education services:

- Record the parent's refusal Prior Notice of Special Education Action form
- Send a Change of Placement if a previously served student
- Send a letter stating we stand ready to offer Free Appropriate Public Education (FAPE)
- Enclose Parents Rights Handbook

Here is a sample of the letter that is sent to parents:

JEFFERSON COUNTY SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
295 SE BUFF STREET
MADRAS, OR 97741

Date _____
Parent's Name _____
Address _____
City, State, Zip _____
RE: Child's Name _____
Dear Parent(s) _____ :

The Jefferson County School District has a responsibility to offer a free, appropriate, public education (FAPE) to all disabled students within its boundaries. The Jefferson County School District has offered FAPE to your child and you have elected to withdraw your child from public education and refused special education services.

You are entitled to, at any time, re-enroll your child in public school. We stand ready to offer a free, appropriate, public education with special education and related services to your child at that time. If you are interested in special education services for your child or have questions about the process for services contact our child's special education case manager, or contact me for further information.

Enclosed is your copy of "Parents rights for Special Education".

Sincerely,

Barbara Garland
Special Education Director
Jefferson County School District