

*Procedural Manual Administrator Edition*

# **SECTION 4**

## **Private School**

## **PARENTALLY PLACED PRIVATE SCHOOL STUDENTS OVERVIEW**

Changes in federal and state law since 2004 have led to changes in how districts deal with special education students who are enrolled in private schools. In this brief explanation, the local education agency (LEA) is designated as the district in which the private school is located. It can also be referred to as the district of location. The district where the child resides, designated "DOR", is the district of residence. Under existing law and local policy, LEA's shall locate, identify, and assess all private school children with disabilities, including religiously affiliated school-age children, who attend private schools located within the boundaries of their school district. The LEA shall also ensure timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children. The provision of services for children enrolled in private schools by their parents shall be provided by the district of location based on their proportionate share of federal funds.

The district, SELPA, or county office shall not be required to pay for the cost of education, including special education and related services, of a child with a disability at a private school if the district, SELPA, or county office has made a free appropriate public education (FAPE) available to the child and the parent of the child elected to place their child in the private school.

Private school individuals with disabilities may receive a different amount of services than individuals with disabilities enrolled in public school receive. Private school individuals with disabilities will be assessed at no expense by the LEA and offered a FAPE by the district of residence (DOR). If the parent of the student with exceptional needs chooses not to accept the offer of FAPE in the public school by the DOR, then a Service Plan (SP) may be offered to the student by the LEA. This service plan will include only those special education and related services available to parentally placed private school students which the district board has approved.

The LEA shall determine annually, with input from the private school and parents of students with disabilities enrolled in the private school, what services will be provided to those students found eligible for special education and related services. To meet the requirements of Education Code §56172, each LEA shall provide special education and related services by expending an amount of federal state grant funds allowed to the state under Part B of the federal Individuals with Disabilities Education Act equal to a proportionate amount of federal funds made available under the Part B grant program for local assistance. Private schools may refer students for special education instruction and services only after the resources of the general education program have been considered and utilized. If, after considering and utilizing general education resources, a representative of a private school determines that a private school child may be eligible for special education services, the referral shall be directed to the district where the private school is located, the LEA. The LEA shall request parent permission, prior to the assessment, for exchange of information with the child's DOR. LEA staff will assess the student in all areas of suspected disability if a current assessment has not been completed by the DOR.

When the assessment is complete, the LEA shall invite the DOR to attend the initial Individualized Education Program (IEP) meeting. The LEA shall make the eligibility decision in accordance with state and federal law. If the parents are interested in enrolling the child in the public school of residence or are considering it, an IEP will be developed by the IEP team which offers FAPE in a

public school in the district of residence. If the parent refuses the offer of FAPE and placement at the public school, the district of residence shall request the LEA to develop an SP that describes the specific special education and related services that the LEA will provide as determined by LEA policy and state and federal law. The LEA shall determine based on their policy and required proportionate share of federal monies to be spent on parentally placed private school students whether the student will be served on a SP.

Every parentally placed private school student with a disability who has been designated by the LEA to receive special education services must have an SP. The LEA shall ensure that a representative from the private school attends each meeting involving an individual child's SP or provides input through other means.

An annual review of the service plan is completed by the district of location. A letter is also sent to the parent reminding them of their right to return to their district of residence to seek full entitlement of service should their child continue to remain eligible for special education services.

No parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school. To resolve disputes, due process hearings are available to parents of private school students only on the issue of the LEA's failure to identify, locate, and assess a privately placed student, not over the contents, quality or implementation of a service plan. The only avenue of challenging service decisions is by filing an administrative complaint with the State Education Agency (California Department of Education).

On the following pages you will find the San Joaquin County Special Education Local Plan Area Policy, Administrative Regulations, and sample forms and documents related to Parentally Placed Private School Students with Disabilities.

**STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

Legal References:

UNITED STATES CODE, TITLE 20

Section 1412(a)(10) (A)

**STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL**

*Definitions*

District of Residence, ("DOR"): As used in this policy, the district of residence refers to the school district within which boundaries the child with a disability resides.

Local Educational Agency, ("LEA"): As used in this part, the Local Educational Agency, LEA, refers to the school district where the private school or facility is located.

Private School Children with Disabilities: As used in this policy, "private school children with disabilities" means children with disabilities enrolled by their parents in private, including religious, schools or facilities, that are non-profit and meet the definition of elementary school and/or secondary school in this policy.

- Pre-school parentally placed students: Pre-school students who are parentally placed will only be covered under these provisions if the pre-school meets the definition of elementary school and has a non-profit status
- Pre-school students not in a school meeting the above definition will be served under normal child find, assessment, identification and service provisions as set forth in IDEA.

Elementary School: As used in this policy, "elementary school" means a school which has two or more elementary grades (K-6), and which provides education consistent with California law full-time day school pursuant to California Education Code section 48222.

Secondary School: As used in this policy, "secondary school" means a junior high school, high schools, technical schools, and adult schools which provide education consistent with California law full-time day school pursuant to California Education Code section 48222.

This policy applies only to private school children with disabilities as defined above.

*Procedures*

The following procedures shall be followed by the school districts in the San Joaquin County Special Education Local Plan Area ("SELPA") to ensure that the District:

Locates, identifies, and evaluates all children with disabilities enrolled by their parents in private schools including religious schools who may be eligible for special education services;

Offers a free and appropriate public education (FAPE) to all children with disabilities, enrolled by their parents in private schools including religious schools who are determined to be eligible for special education services.

*Consultation*

The LEA shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, regarding:

1. the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
2. the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;
3. the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
4. how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
5. how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

When timely and meaningful consultation as described above has occurred, the LEA shall obtain a written affirmation signed by the representatives of participating private schools, and if such representatives do not provide such affirmation within a reasonable period of time, the LEA shall

forward the documentation of the consultation process to the State Educational Agency. A private school official has the right to submit a complaint to the California Department of Education (CDE), if:

1. The LEA's consultation was not meaningful and timely, or
2. The LEA did not give due consideration to the views of the private school official.

If a complaint is filed:

1. The private school official must provide the basis of the complaint of noncompliance, and
2. The LEA must forward the appropriate documentation to the CDE.

If the private school official is dissatisfied with the decision of the CDE, he/she may appeal the decision to the U.S. Department of Education.

*Child Find*

1. The LEA shall undertake the following child-find activities with regard to parentally placed private school children:
  - a. Consult with representatives of parentally placed private school children with disabilities (including private school administrators, teachers, parents, and students) regarding the child-find process, including, but not limited to, criteria for special education eligibility and special education referral procedures under federal and state laws and regulations;
  - b. Distribute materials to representatives of parentally placed private school children with disabilities (including private school administrators, teachers, parents and students) regarding issues, including but not limited to, criteria for special education eligibility and special education referral procedures under federal and state laws and regulations;
  - c. The proportionate share of federal funds described in Section 2 below, shall not be used for child-find activities.
2. The LEA shall ensure child-find activities undertaken for parentally placed private school students are comparable to activities undertaken for children with disabilities in public

schools. Child-find activities shall include consultation with representatives (staff and parents) of parentally placed private school children with disabilities regarding how to carry out child-find activities.

*Special Education Referral*

1. Students must be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.
2. If after considering and, where appropriate, utilizing general education resources, representatives of parentally placed private school children with disabilities (including private school administrators, teachers, and parents) determine that a private school child may be eligible for special education services, a referral, along with an exchange of information form, shall be directed to the Director of Special Education of the LEA.

*Initial Individual Education Program (IEP) Team Meeting*

1. Upon identifying and locating a child suspected of being a child with a disability, the LEA of location shall conduct an appropriate and timely initial assessment of the child's needs, if a current assessment has not been performed by the District of Residence. It is important to note that while the Child Find responsibility rests with the LEA, should a parent request an assessment from their DOR for purposes of FAPE, the DOR is responsible for the assessment.
2. In order to communicate with the DOR prior to assessment, the LEA will request permission from the parent for exchange of information. At the completion of assessment, the LEA will invite the DOR to attend the initial IEP meeting.
3. The district conducting the assessment shall make the eligibility decision in accordance with applicable state and federal laws and regulations.
4. If the parents of a private school child with a disability are interested in enrolling their child in public school, or are unsure of their intentions, the IEP team shall develop an IEP for the child.
  - a. If the parents of a private school child with a disability agree with and consent to the IEP developed by the IEP team, the IEP shall be implemented without undue



delay following the IEP team meeting.

- b. If the parents of a private school child with a disability agree with, but decline the IEP developed by the IEP team, the IEP team shall:
  - 1) Ask the parents to indicate their agreement with the following statement on the student's IEP form: "I agree that the District of Residence has offered to my child a free appropriate public education, including appropriate services in special education. However, I am voluntarily placing my child in a private school."
5. If the parents of a private school child with a disability are clearly not interested in enrolling their child in public school, and if the child is eligible for special education and related services as a child with a disability, the LEA shall develop a Service Plan (SP), if appropriate, in accordance with this policy and federal and state laws and regulations.
6. In order to ensure that the parents' intentions are clear, the District of Residence shall request that the parents sign the following statement on a form entitled Certification of Parent's Decision Not to Enroll in Public School: Parents of \_\_\_\_\_ hereby certify that we are not interested in enrolling our child, \_\_\_\_\_, in the District. We are not interested in the development of an IEP for our child, the District's offer of a free appropriate public education, and are only interested in a potential SP (based on PL 108-446 SEC 612(a)(10) determination of services) from the LEA, the school district where the private school in which we are unilaterally placing our child is located. We have received the San Joaquin County SELPA Notice of Parents' Rights, and we understand the notice.

*Child Count*

1. The LEA shall consult with representatives of parentally placed private school children to decide how to conduct the annual count of the number of parentally placed private school children with disabilities.
  - a. The child count shall be conducted for attendance on December 1<sup>st</sup> of the prior year. The child count shall be conducted by mail and follow-up phone or in-person contact as needed.
  - b. The child count shall be used to determine the amount that the LEA must spend on providing special education and related services to parentally placed private

school children with disabilities in the fiscal year following the date on which the child count is conducted.

2. Following the consultation, the LEA shall conduct an annual count of the number of parentally placed private school children with disabilities.

*Service Plan Policy*

1. No parentally placed private school child with a disability has an individual right to receive some or all of the special education services that the child would receive if enrolled in public school. (34 CFR §300.137)
2. Pursuant to federal and state law and regulations, the LEA shall spend a proportionate share of federal funds to provide special education and related services to parentally placed private school children with disabilities eligible for special education services. Decisions about the services that shall be provided to parentally placed private school children with disabilities are made after consulting, in a timely and meaningful way, with representatives of parentally placed private school children with disabilities (including private school administrators, teachers, parents and students) in order to determine:
  - a. Which disabling conditions will be served;
  - b. What services shall be provided;
  - c. How and where and by whom services will be provided; and
  - d. How services will be evaluated.
3. Following timely and meaningful consultation, the LEA will issue the following report to the respective private schools:

After consulting with representatives of parentally placed private school children with disabilities, the LEA determined that the following services shall be provided to parentally placed private school children with disabilities who are determined to be eligible for special education services.

- a. Following the consultation with representatives of parentally placed private school children with disabilities, as required by law, the following services were

determined to meet the prioritized needs of the eligible parentally placed private school students with disabilities in the \_\_\_\_\_ District within the San Joaquin County SELPA:

- 1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. Transportation: If the SP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the child’s SP, a parentally placed private school child with a disability shall be provided transportation depending on the scheduling of the services:

- 1) from the child’s school or home to the service site other than the private school; and/or
- 2) from the service site to the private school or child’s home.

The LEA shall not provide transportation from the child’s home to the private school.

The cost of transportation shall be included in calculating whether the LEA has spent a proportionate amount of funding on parentally placed private school children with disabilities.

4. Each parentally placed private school child with a disability who has been designated to receive services under this policy shall have an SP that describes specific special education and related services that the LEA shall provide to the child as determined by the LEA in this policy. The LEA shall ensure that a representative of the private school attends each meeting involving an individual child’s SP. If the private school representative cannot attend, the LEA shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

5. The services offered in this policy shall be reviewed by the LEA at least annually by means of a survey initiated by each LEA and/or consultation with representatives of parentally placed private school children with disabilities (including private school administrators, teachers, parents, and students).
6. The services provided pursuant to the policy may be provided at a private school, including a religious school, to the extent consistent with law. The location of the services shall be set out in the student's SP. Service providers shall be hired and supervised by the LEA. The LEA shall also control all property, equipment, and supplies allocated to benefit parentally placed private school students with disabilities. However, the LEA shall not use its proportionate share of federal funding to finance the existing level of instruction in a private school or to otherwise benefit the private school.

*IEP Meetings After the Initial IEP Team Meeting*

1. All children with disabilities eligible for special education who reside in the District of Residence are entitled to receive a FAPE from the District of Residence if they are enrolled in public school. One year after an eligible parentally placed private school child's initial IEP team meeting and annually thereafter, the District of Residence should notify the child's parents in writing that the District of Residence:
  - a. Continues to offer a FAPE in accordance with federal and state laws and regulations;
  - b. Is ready, willing, and able to schedule an IEP team meeting for their child in order to offer the child a FAPE, subject to assessment, if appropriate, if the parents express an interest in enrolling their child in public school.

Unless Paragraph b., below, applies, the parents shall be requested to send the document back to the District of Residence and indicate their agreement with one of the following statements:

- a. I understand that the District of Residence continues to offer my child a free appropriate public education (including appropriate special education and related services) if he/she is enrolled in public school. I continue to unilaterally place my child in a private school; and:

\_\_\_ I would like my child to continue to receive services pursuant to his/her SP

should the district of location offer such services. I am not interested in enrolling my child in public school. (In this case, the District of Residence will forward within 3 business days a copy of this document to the LEA.)

or

\_\_\_ I would like to schedule an IEP for my child.

- b. I am interested in enrolling my child in public school. I would like to schedule an IEP team meeting for my child. Please call me at: [parent inserts phone number] in order to schedule the IEP meeting.
2. Notwithstanding Paragraph 1., above, the LEA should offer triennial assessment, if necessary, and should convene an IEP team meeting at least every three years in order to determine continuing eligibility for special education.

*Dispute Resolution*

- 1. Pursuant to federal regulations, parents are not entitled to a due process hearing involving disputes over the contents of service plans, their quality, or their implementation. A parent's right to seek a due process hearing is limited to the issue of the LEA's failure to identify, locate, and assess a privately placed student.
- 2. Disputes regarding this policy and procedures may be resolved pursuant to local uniform complaint policies and procedures, and/or by filing a complaint with the California Department of Education pursuant to Title 5 of the California Code of Regulations Section 4600 et seq.
- 3. No parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school. (34 CFR §300.137)

*Private School Funding Calculation*

Procedure for determining proportionate amount of Federal Funds available to serve parentally placed private school students with disabilities:

To calculate the proportionate share that an LEA must spend, use the figures found on

the prior year 611 (5-21 year olds) Grant letter and the pupil count from the most recent December 1<sup>st</sup> count.

*Provisions for Pre-School Students*

Pre-school students who are parentally placed will only be covered under these provisions if the pre-school meets the definition of elementary school in this policy and has a non-profit status. All other pre-school students will be served under normal child find, assessment, identification and service provisions as set forth in IDEA.

**Sample Calculations:**

**Step 1:**

	<b>Eligible**</b> Parentally <u>Placed Private School Students (5-21)</u>	X	611 grant amt.	=	
	Total LEA (5-21)				Total amount to expend for private school students 5-21.
	<b>Eligible</b> Unduplicated Pupil Count (including above number)				

**Example:**

	<u>10</u>		= 0.004		X \$2,500,000.00		=	<b>\$ 10,000.00</b>
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Total Federal funds to be expended based on # of privately placed children	=	<b>\$ 10,000.00</b>
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**\*\* We must count all students in CASEMIS with Plan Types 20 (SP) and 70 Eligible, but no IFSP or IEP. The district that provides the majority of services reports the student via CASEMIS.**

*Timeline to Ensure Timely and Meaningful Consultation*

- \_\_\_\_\_ 1. LEAs send letter **(PS1)** to principals of private schools including attachments **(PS1a)**, relevant code from IDEIA, **(PS1b)** Private Schools Questionnaire, and time and date of service meeting to discuss input. A listing of private schools can be accessed at: [www.cde.ca.gov](http://www.cde.ca.gov) and search for private school.  
(by April 1)
  
- \_\_\_\_\_ 2. LEAs meet with representative from private schools and parents of parentally placed private school students. Use agenda/check list **(PS2)** to guide completing of required content of consultation.  
(by May 1)
  
- \_\_\_\_\_ 3. Obtain written affirmation that timely and meaningful consultation has occurred with representatives of private schools and parents of parentally placed private school students. **(PS3)**  
Date of meeting
  
- \_\_\_\_\_ 4. LEAs will obtain board approval of special education services to be provided to parentally placed private school students for the upcoming year.  
(by end of May)
  
- \_\_\_\_\_ 5. LEA sends letter to private school outlining services to be provided to parentally placed private school students with disabilities. **(PS4)**  
(by June 1)
  
- \_\_\_\_\_ 6. LEAs will provide SJCOE Business with the 5-21 private school pupil count (includes parentally placed pupils on SPs and those identified, but receiving no services) as of prior year December 1<sup>st</sup> count.  
(by June 1)
  
- \_\_\_\_\_ 7. SJCOE Business will complete calculation for each of the LEAs private pupil funding fiscal requirement for services to be provided to parentally placed private school students.  
(by July 1)
  
- \_\_\_\_\_ 8. LEAs will establish a separate budget for parentally placed private school students in resource code 3311.  
(by July 1)





(Date)

TO: Principals of Private Schools in San Joaquin County

FROM: (Special Ed Director) - (District)

RE: Special Education Services for Disabled Students Attending Private Schools

Federal law affecting special education and related services provided to parentally placed students with disabilities in private schools require SELPAs to receive input from private schools and representatives of parentally placed students with disabilities enrolled in private schools regarding the design and development of special education and related services for the students regarding the following:

1. the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
2. the determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;
3. the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
4. how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
5. how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

Federal law requires that the amount expended by local district to serve parentally-placed students in private schools shall be equal to a proportionate amount of federal funds made available under Part B provisions of the IDEIA-2004. The IDEIA does not impose an obligation on the state or local districts to spend their money on such services.

In order to facilitate this requirement, a service questionnaire is attached so that you may provide your input. Your assistance in providing this information will be most helpful in developing policies and practices for the provision of services to parentally placed students with disabilities enrolled in private schools throughout the County. In addition, please share the questionnaire with teachers and parents so that we will receive their input as well.

Also enclosed are the relevant provisions of the IDEIA 2004.

Should you have any questions or have any additional information to provide, please feel free to give me a call at (phone).

Please return the attached questionnaire by April 20, 20\_\_\_. A meeting will be held on \_\_\_\_\_ *(insert date, time and place)* to further discuss all your input.

**Please invite the parents of parentally placed students with disabilities to this meeting.**

Following this meeting, a summary of the results of the input and a description of the services to be provided for the *(insert year)* school year will be sent to each private school.

Return the questionnaire by 4-20-\_\_\_ to: (Special Ed Director)  
(District)  
(Address)  
(City, State, Zip)

## Private School Related Law

Page 118 STAT. 2678

PUBLIC LAW 108-446-Dec. 3, 2004

(10) Children in private schools.--

A) Children enrolled in private schools by their parents.--

i) In general.--To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part

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by providing for such children special education and related services in accordance with the following requirements, unless the Secretary has arranged for services to those children under subsection (f):

I) Amounts to be expended for the provision of those services (including direct services to parentally placed private school children) by the local educational agency shall be equal to a proportionate amount of Federal funds made available under this part.

II) In calculating the proportionate amount of Federal funds, the local educational agency, after timely and meaningful consultation with described in clause (iii), shall conduct a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the local educational agency.

III) Such services to parentally placed private school children with disabilities may be provided to the children on the premises of private, including religious, schools, to the extent consistent with law.

IV) State and local funds may supplement and in no case shall supplant the proportionate amount of Federal funds required to be expended under this subparagraph.

V) Each local educational agency shall maintain in its records and provide to the State educational agency the number of children evaluated under this subparagraph, the number of children determined to be children with disabilities under this paragraph, and the number of children served under this paragraph.

ii) Child find requirement.--

I) In general.--The requirements of paragraph (3) (relating to child find) shall apply with respect to children with disabilities in the State who are enrolled in private, including religious, elementary schools and secondary schools.

(II) Equitable participation.--The child find process shall be designed to ensure the equitable participation of parentally placed private school children with disabilities and an accurate count of such children.

(III) Activities.--In carrying out this clause, the local educational agency, or where applicable, the State educational agency, shall undertake activities similar to those activities undertaken for the agency's public school children.

(IV) Cost.--The cost of carrying out this clause, including individual evaluations, may not be considered in determining whether a local educational agency has met its obligations under clause (i).

PS1a

(V) Completion period.--Such child find process shall be completed in a time period comparable to that for other students attending public schools in the local educational agency.

iii) Consultation.--To ensure timely and meaningful consultation, a local educational agency, or where appropriate, a State educational agency, shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, including regarding--

(I) the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;

(II) the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;

(III) the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

(IV) how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

(V) how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

iv) Written affirmation.--When timely and meaningful consultation as required by clause (iii) has occurred, the local educational agency shall obtain a written affirmation signed by the representatives of participating private schools, and if such representatives do not provide such affirmation within a reasonable period of time, the local educational agency shall

forward the documentation of the consultation process to the State educational agency.

v) Compliance.--

I) In general.--A private school official shall have the right to submit a complaint to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

(II) Procedure.--If the private school official wishes to submit a complaint, the official shall provide the basis of the noncompliance with this subparagraph by the local educational agency to the State educational agency, forward the appropriate documentation to the State educational agency. If the private school official is dissatisfied with the decision of the State educational agency, such official may submit a complaint to the Secretary by providing the basis of the noncompliance with this subparagraph by the local educational agency to the Secretary, and the State educational agency shall forward the appropriate documentation to the Secretary.

vi) Provision of equitable services.--

(I) Directly or through contracts.--The provision of services pursuant to this subparagraph shall be provided--

aa) by employees of a public agency; or

bb) through contract by the public agency with an individual, association, agency, organization, or other entity.

(II) Secular, neutral, nonideological.--Special education and related services provided to parentally

placed private school children with disabilities, including materials and equipment, shall be secular, neutral, and nonideological.

vii) Public control of funds.--The control of funds used to provide special education and related services under this subparagraph, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this title, and a public agency shall administer the funds and property.

B) Children placed in, or referred to, private schools by public agencies.--

i) In general.--Children with disabilities in private schools and facilities are provided special education and related services, in accordance with an individualized education program, at no cost to their parents, if such children are placed in, or referred to, such schools or facilities by the State or appropriate local educational agency as the means of carrying out the requirements of this part or any other applicable law requiring the provision of special education and related services to all children with disabilities within such State.

Please return this form by April 20, \_\_\_\_\_ to: (Special Ed Director)  
(District)  
(Address)  
(City, State, Zip)

## SAN JOAQUIN COUNTY SELPA PRIVATE SCHOOLS SERVICE QUESTIONNAIRE

Name of private school \_\_\_\_\_

Name of person responding \_\_\_\_\_

Title of person responding \_\_\_\_\_

Address and phone number of school \_\_\_\_\_

School district in which Private School is located \_\_\_\_\_

State Certification # provided by California Department of Education \_\_\_\_\_

**As of December 1<sup>st</sup>, (*insert year*) Use date of most recent December 1<sup>st</sup> pupil count**

Total number of parentally placed students attending: \_\_\_\_\_

Total number of parentally placed students attending who are suspected of having a disability: \_\_\_\_\_

Total number of parentally placed students attending who have been identified as students with disabilities including 504 students: \_\_\_\_\_

Total number of parentally placed students attending who have Individualized Educational Plans: \_\_\_\_\_

Total number of parentally placed students attending who have Service Plans: \_\_\_\_\_

Please specify the number of parentally placed students in each disability category currently enrolled in your school who are suspected of having a disability which appears to be adversely impacting their education:

Speech Impaired _____	Health Impaired _____
Learning Disability _____	Deaf _____
Mildly to Moderately _____	Deaf-Blind _____
Intellectually Disabled _____	Hard of Hearing _____
Severely Intellectually Disabled _____	Visually Impaired _____
Autistic _____	Blind _____
Orthopedically Impaired _____	Emotionally Disturbed _____

Please specify the number of parentally placed students in each disability category currently enrolled in your school who have current IEPs/SPs:

Speech Impaired _____	Health Impaired _____
Learning Disability _____	Deaf _____
Mildly to Moderately _____	Deaf-Blind _____
Intellectually Disabled _____	Hard of Hearing _____
Severely Intellectually Disabled _____	Visually Impaired _____
Autistic _____	Blind _____
Orthopedically Impaired _____	Emotionally Disturbed _____

## DESCRIPTION OF CURRENT SERVICES

Please describe the services parentally placed students with disabilities who have IEP/SPs are receiving:

Services of a Speech Therapist \_\_\_\_\_

Services of a Resource Specialist Teacher \_\_\_\_\_

Services of an Adaptive PE Specialist \_\_\_\_\_

Services of a School Psychologist \_\_\_\_\_

Services of a Teacher of the Orthopedically Impaired \_\_\_\_\_

Services of a Teacher of the Deaf \_\_\_\_\_

Services of a Teacher of the Visually Impaired \_\_\_\_\_

Services of a \_\_\_\_\_

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Please list suggestions that you may have to assist the SELPA in planning services.

Suggestions: \_\_\_\_\_

On a separate page, please add any comments you may have regarding (I) - (V) of the Individuals with Disabilities Education Improvement Act (IDEIA) 2004 referenced in the attached cover letter.

(Use your District's letterhead)

**Consultation Meeting Regarding Parentally Placed Private School Students with Disabilities.**

Date \_\_\_\_\_

Time \_\_\_\_\_

Place \_\_\_\_\_

Representative of the \_\_\_\_\_ (insert district name)  
the school(s) \_\_\_\_\_ and parent (s) \_\_\_\_\_ held a  
meeting to consult regarding the provision of special education services to parentally  
placed children with disabilities in private schools.

AGENDA

- 1. Introductions
- 2. Legal Requirements of IDEIA, 2004 (PS 1a)
- 3. Child Find
  - Criteria for special education eligibility
  - Referral procedures for special education
- 4. Child Count
  - December 1<sup>st</sup> prior year pupil count
- 5. Determination of proportionate share (Administrative Regulations)
- 6. Consultation Process (Administrative Regulations)
- 7. Provision of Service discussed:
  - Types and models of service delivery for the \_\_\_\_\_ school year
  - Decision making and private school notification
- 8. Disagreements about service: LEA will submit a written explanation to the private school of decision(s) in cases of disagreement on provision or type of services



(Use District letterhead)

**Affirmations**

On *(enter date)*, the *(district name)* held a meeting to discuss the special education service needs of parentally placed private school students with disabilities. Private school representatives and parental representatives were invited to participate in meaningful and timely consultation. Consultation occurred on the following items:

- Child Find Activities and Process
- Proportionate Funding Formula
- Child Count
- Consultation Process
- Special Education services to be provided in the upcoming school year, including, but not limited to:
  - Type of special services to be provided
  - Extending the offering of special education services (FAPE)
  - Frequency of the special services
  - Location(s) where the special education services may be delivered
  - District contact personnel for each of the special education services

Please check the appropriate box:

I was able to attend and participated in the meeting

Comments:

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\_\_\_\_\_  
Name and Title of Representative of Private School

\_\_\_\_\_  
(date)

\_\_\_\_\_  
Received By: Name and Title of the *(enter district name)*

\_\_\_\_\_  
(date)

(Your letterhead)

(Insert date)

(Insert - Private School Name)

(Address)

(City, State, zip)

Dear: (Insert Private School contact name)

1. After consulting with representatives of private schools and parents of parentally placed private school children with disabilities, the LEA determined that the following services meet the prioritized needs of the eligible parentally placed private school students with disabilities who are enrolled in a private school in the \_\_\_\_\_ (Insert District name) District within the San Joaquin County SELPA.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Transportation: If the Service Plan (SP) team determines that transportation is necessary for the child to benefit from or participate in the services provided in the child's SP, a parentally placed private school child with a disability shall be provided transportation depending on the scheduling of the services: \*

- a. from the child's school or home to the service site other than the private school; and/or
- b. from the service site to the private school or child's home

\*The cost of transportation shall be included in calculating whether the LEA has spent a proportionate amount of funding on parentally placed private school children with disabilities. The LEA shall not provide transportation from the child's home to the private school.

Sincerely,

(insert name, title of special ed administrator)

(Your letterhead)

**CERTIFICATION OF PARENT DECISION NOT TO ENROLL IN PUBLIC SCHOOL**

Parents of \_\_\_\_\_ (*Insert name of student*) \_\_\_\_\_ hereby certify that we are not interested in enrolling our child, \_\_\_\_\_ (*Insert name of student*) \_\_\_\_\_, in the \_\_\_\_\_ (*Insert District name*) \_\_\_\_\_ District. We are not interested in the development of an IEP for our child or in the District’s offer of a free appropriate public education (based on PL 108-446, SEC 612(a)(10) determination of services be offered). We are only interested in a potential Service Plan from the Local Education Agency, (*Insert name of LEA*), which is the district where, (*Insert name of private school*), the private school in which we are unilaterally placing our child, is located.

We have received the San Joaquin County SELPA Notice of Parents’ Rights and we understand the notice.

\_\_\_\_\_  
Parent’s Signature

\_\_\_\_\_  
Print Name

cc: LEA

**SERVICE PLAN FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS**

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Work Phone: \_\_\_\_\_

District where private school is located: \_\_\_\_\_ District of Residence: \_\_\_\_\_

Home School: \_\_\_\_\_ Private School: \_\_\_\_\_

**Check on of the following**

Student's parents have declined the district's offer of a Service Plan.

**OR**

Student's parents have accepted the district's offer of a Service Plan.

**Services:** The District (LEA) will provide the special education service(s) below for the student while enrolled in private school or until the proportionate share of federal funds have been expended for the current school year.

Area(s) of need:

Summary of Present Levels:

<b>Service:</b>			
<b>Start Date:</b>	<b>End Date:</b>		
<b>Provider:</b>	<input type="checkbox"/> Ind	<input type="checkbox"/> Grp	<input type="checkbox"/> Sec Transition
<b>Duration/Freq:</b>	<b>min</b>	<b>Totaling:</b>	<b>min served</b>
<b>Location:</b>			
<b>Comments:</b>			

Student has been found eligible for special education services. By signing this document, the parent/guardian(s) have indicated to the District of Residence (DOR) that they have chosen to unilaterally enroll or continue to enroll the student in a private school without the consent of, referral by, or at expense of the district. It is further acknowledged that the DOR has offered to develop an IEP when the student's parent/guardian(s) express an interest in enrolling the student in public school. The parents understand in accordance with IDEA 2004, their rights to due process do not apply in the private school setting.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

LEA Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

Next Annual Review Due By: \_\_\_\_\_ Triennial Review Due By: \_\_\_\_\_

[DISTRICT LETTERHEAD]

[DATE]

[NAME, ADDRESS]

Dear [NAME];

This letter is written regarding your child, [INSERT NAME]. Previously, [INSERT NAME], attended (“District”), and received special education and related services. You removed [INSERT NAME] in the [INSERT SCHOOL YEAR], and placed [HIM/HER] in [INSERT NAME OF PRIVATE SCHOOL] located at [INSERT ADDRESS].

As the parents of [INSERT NAME], you have chosen to enroll [INSERT NAME] in a private school, which is your right. [INSERT NAME] has not attended a public school in the District since [INSERT DATE]. Further, the District has not placed [HIM/HER] in a private school as a means of providing services. Furthermore, the District has not received any notification that you have an interest in pursuing a public school education. Thus, [INSERT NAME] is a parentally-placed private school student under the Individuals with Disabilities Education Act (IDEA). (34 C.F.R. § 300.130.) As a parentally-placed private school student, [INSERT NAME] has no individual right to some or all of the special education and related services that [HE/SHE] would receive if enrolled in a public school in the District. (See 34 C.F.R. § 300.137.)

Since the District has not received any notification from you that you are interested in pursuing a public school education from the District, the District will assume that you have no interest in re-enrolling [INSERT NAME] in the District. The District will also assume that you continue to exercise your right to place [INSERT NAME] in a private school, and [HE/SHE] remains a parentally-placed private school student, with no individual right to special education and related services through the District. However, if the District is incorrect, and you are interested in a public school education at this time or at any time in the future, and you remain a resident of the District, please advise the District. Upon receiving notification that you would like to pursue a public education for your [SON/DAUGHTER], the District will provide you with an assessment plan and schedule an individualized education program meeting to discuss placement and services for your [SON/DAUGHTER].

**[THE FOLLOWING PARAGRAPH SHOULD BE USED IF THE PRIVATE SCHOOL IS WITHIN THE BOUNDARIES OF THE DISTRICT]**

**[INSERT SCHOOL NAME] is located within the jurisdictional boundaries of the District. As such, [INSERT NAME] may be eligible to receive some services under a service plan. Please contact me at [INSERT NUMBER] or at the address listed above so that the District can schedule a meeting to discuss whether [INSERT NAME] is eligible to receive services through a service plan.**

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Date: \_\_\_\_\_  
To: \_\_\_\_\_  
From: \_\_\_\_\_

Re: **Serving Children with Disabilities Enrolled by Their Parent in Private School  
- Triennial Assessment**

The SAN JOAQUIN COUNTY Special Education Local Plan Area (SELPA) has developed a policy entitled *Policy for Serving Children with Disabilities Enrolled by Their Parents in Private School*. A copy of this policy is available upon request. This policy summarizes the federal law and regulations governing a school district's obligations to children with disabilities enrolled by their parents in private schools.

A school district's obligation to private school children with disabilities is limited. Under the Individuals with Disabilities Education Improvement Act (IDEIA) and its implementing regulations, *no private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in the public school system. (34 CFR 8300.137)* Rather, the federal law and regulations require school districts to:

- identify, locate, and assess these children
- make a free appropriate public education available to these children by:
  - developing an individualized educational program (IEP) if their parents express an interest in enrolling (or re-enrolling) their child in a public school; and
  - implementing the IEP if and when their parents enroll their child in public school.
- provide special education and related services to these children as calculated from available Federal funds and the numbers of eligible students.

Pursuant to the SELPA's *Policy for Serving Children with Disabilities Enrolled by Their Parents in Private School*, your child is a "private school child with a disability" and

- does currently receive services pursuant to a SAN JOAQUIN COUNTY SELPA Services Plan (SP)
- does not currently receive services pursuant to a SAN JOAQUIN COUNTY SELPA Services Plan (SP)

Your school district's obligation to identify, locate, and assess all children with disabilities includes the duty to triennially (i.e., every three years) assess your child and convene an IEP team meeting to determine his/her present levels of functioning and continuing eligibility for special education and related services. **Your child is due for his/her triennial assessment.**

**Check one of the following two boxes:**

Based on a review of existing evaluation data regarding your child; we have determined that **your child continues to be eligible for special education and related services**. No additional data is needed to make this determination. This determination is made based on:

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Nevertheless, you have the right to request an assessment to determine whether your child continues to be eligible for special education and related services. If you wish to request such assessment, please sign and return the enclosed SAN JOAQUIN COUNTY SELPA *Assessment Plan*.

Based on a review of existing evaluation data regarding your child; we have determined that additional data is necessary to determine whether your child continues to be eligible for special education and related services. In order to initiate the assessment process, please sign and return the enclosed SAN JOAQUIN COUNTY SELPA *Assessment Plan*.

Note that your school district of residence has 60 days from receipt of the signed *Assessment Plan* to assess your child and to convene an IEP meeting. Further, your school district of residence will invite a representative from your child's private school to discuss your child's present levels of functioning.

In addition, please be advised that your school district of residence continues to make available a free appropriate public education to your child. If you express an interest in enrolling (or re-enrolling) your child in a public school, the school district will be required to complete a triennial assessment of your child in order to obtain the data necessary to develop your child's IEP. The district will then convene an IEP team meeting, develop your child's IEP, and implement that IEP if and when you enroll your child in a public school. If it is your clear intent to maintain your child's enrollment in private school, your child may be (or continue to be) eligible to receive services under a SELPA Services Plan.

Please inform us of how you intend to proceed with regard to your child's education and placement by completing the enclosed *Assessment Plan*, if appropriate, and *Notification of Parental Intent* form. Thank you for your prompt attention to our inquiry. If you have any questions or need further information, please do not hesitate to contact us.

Enclosures: *Notification of Parental Intent*  
*Assessment Plan*  
*Policy for Serving Children with Disabilities Enrolled by Their Parents in Private School*  
*Notice of Parental Rights & Procedural Safeguards for Special Education*

**Children with Disabilities Enrolled By Their Parents in Private School  
Notification of Parental Intent (Triennial)**

Student's name: \_\_\_\_\_ DOB: \_\_\_\_\_

District of Residence: \_\_\_\_\_ Private School of Attendance: \_\_\_\_\_

Check one of the following boxes:

- I have an interest in enrolling my child in a public placement. I received my Parental Rights and Procedural Safeguards for Special Education. The *Assessment Plan* you provided is signed and enclosed. Please contact me to schedule the assessment and IEP team meeting to develop an IEP for my child.

Day Time Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

- I have no interest in enrolling my child in a public placement. I intend to maintain my child's enrollment in private school. I understand that my district of residence continues to offer a free appropriate public education to my child.

**If you checked this option, please check one of the following boxes:**

- The SAN JOAQUIN COUNTY SELPA indicates that a triennial assessment is necessary. I agree. I hereby request an assessment to determine whether my child continues to be eligible for special education and related services. I received my Parental Rights and Procedural Safeguards for Special Education. The *Assessment Plan* you provided is signed and enclosed. Please contact me to schedule the assessment.

Day Time Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

- The SAN JOAQUIN COUNTY SELPA indicates that a triennial assessment is necessary. However, I hereby decline an assessment to determine whether my child continues to be eligible for special education and related services. I understand that my child will not receive services pursuant to a SELPA Services Plan.
- The SAN JOAQUIN COUNTY SELPA indicates that a triennial assessment is not necessary. I agree. I hereby decline an assessment to determine whether my child continues to be eligible for special education and related services.
- The SAN JOAQUIN COUNTY SELPA indicates that a triennial assessment is not necessary. I disagree. I hereby request an assessment to determine whether my child continues to be eligible for special education and related services. The *Assessment Plan* you provided is signed and enclosed. Please contact me to schedule the assessment.

Day Time Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

**Check one of the following boxes:**

- My child has a SAN JOAQUIN COUNTY SELPA Services Plan. I consent to my child's continued receipt of services pursuant to his/her SAN JOAQUIN COUNTY SELPA Services Plan should the District of Location continue to offer such services.
- My child has a SAN JOAQUIN COUNTY SELPA Services Plan. I decline my child's continued receipt of services pursuant to his/her SAN JOAQUIN COUNTY SELPA Services Plan.

PS 8a  My child does not have a SAN JOAQUIN COUNTY SELPA Services Plan. Please contact me to advise how I can schedule a meeting to develop a SAN JOAQUIN COUNTY SELPA Services Plan, if appropriate, for my child.



Day Time Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

- My child does not have a SELPA Services Plan. I do not want to schedule a meeting to develop a SELPA Services Plan at this time.

\_\_\_\_\_  
Print Name Here

\_\_\_\_\_  
Signature Here

\_\_\_\_\_  
Today's Date

# Resources

*For more information, contact:*

- Banta Elementary School District  
**Albert Garibaldi • (209) 835-0843**
- Escalon Unified School District  
**Kendra Helsley • (209) 838-8910**
- Jefferson Elementary School District  
**Angelica Thomas • (209) 839-1842**
- Lammersville Elementary School District  
**Julie Corona • (209) 836-7400**
- Lincoln Unified School District  
**Thomas Crocker • (209) 953-8726**
- Linden Unified School District  
**Sheri Griffith • (209) 931-2192**
- Manteca Unified School District  
**Roger Goatcher • (209) 858-0837**
- New Jerusalem School District  
**Steve Payne • (209) 835-2597**
- Ripon Unified School District  
**Lisa Cheney • (209) 599-2131**
- Tracy Unified School District  
**Janet Skulina • (209) 830-3270**
- County Programs  
**Brandie Brunni • (209) 468-9279**

**For a copy of District Board Policy,  
please contact the District Special  
Education Office listed above.**

# Service To Students with Disabilities Voluntarily Enrolled In Private Schools



**San Joaquin County  
Special Education Local Plan Area  
(SELPA)**



## Background

In 1997, the United States Congress substantially revised the Individuals with Disabilities Education Act (IDEA) related to serving special education students. The U.S. Department of Education issued regulations to implement the revised law in 1999. These new regulations affect the special education services for children with disabilities who are voluntarily placed by their parents in private schools. Again in 2004 the U.S. Congress reauthorized the IDEA and the new Individuals with Disabilities Education Improvement Act continues to guide our public school relationship to private school students and special education.

The San Joaquin Special Education Local Plan Area (SELPA) has developed a policy entitled “Policy for

Students With Disabilities Enrolled by their Parents in Private School.” The policy reiterates the federal law and regulations which states that *no private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in the public school system. (34CFR §300.137)*

### Procedures

1. Every child with a disability whose parent has indicated a possible interest in enrolling in the district of residence shall receive an offer of FAPE (Free, Appropriate, Public Education) from the district in which the student resides (district of residence) should the student be eligible.
2. For students in grades K-12, if the parent chooses to have their child with a disability attend a private school, services will be restricted and may be provided through the LEA in which the private school is located.

3. Only a proportionate share of federal funds are legally available for use on services provided to students with exceptional needs who are parentally placed in private schools.
4. Services to be provided by the LEA are identified through consultation/ collaboration with private school principals, staff and parents of private school students.
5. When those funds are depleted, services may be discontinued for the school year. Services will not be provided on a “per child” basis.

**NOTE:** *All students affected by this policy may receive a Service Plan (SP) which will outline the type of service, if any, available if the offer of FAPE is rejected by the parent.*



(District Letterhead)

**AUTHORIZATION FOR USE OF/DISCLOSURE OF HEALTH/SCHOOL INFORMATION**

Completion of this document authorizes the disclosure and/or use of individually identifiable information as set forth below, consistent with the California and Federal laws concerning the privacy of such information. Failure to provide all information requested may invalidate this authorization.

**Student Name:** \_\_\_\_\_  
Last First MI Date of Birth

I, the undersigned, do hereby authorize:

\_\_\_\_\_  
Agency/Provider Name Address City State  
\_\_\_\_\_  
Medical Record # (if known)

To exchange information regarding the above named patient's/student's education/medical record with:

\_\_\_\_\_  
District Name  
\_\_\_\_\_  
District Address City State Zip

Attention: \_\_\_\_\_  
Name Title

The disclosure of information is required for the following purpose:

\_\_\_ Educational Assessment \_\_\_ Educational Planning  
\_\_\_ Initiated by request of parent/legal guardian \_\_\_ Other: \_\_\_\_\_

Requested information:

\_\_\_ All health information \_\_\_ Psychological \_\_\_ Educational  
\_\_\_ Discharge Summary \_\_\_ Immunization Records \_\_\_ Consultation reports  
\_\_\_ Ambulatory Clinic \_\_\_ Other: \_\_\_\_\_

**Duration:** This authorization shall become effective immediately and shall remain in effect until one year from the date of signature if no date is specified.

**Revocation:** I understand that I have the right to revoke this authorization in writing at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt but will not apply to information that has already been released in response to this authorization.

**Redisclosure:** I understand that the requestor \_\_\_\_\_ will protect this  
Requesting District  
information as prescribed by the Family Equal Rights Protection Act (FERPA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with \_\_\_\_\_ for the purpose of providing a safe,  
Requesting District  
appropriate and least restrictive educational setting and school health services programs.

I understand that authorizing the disclosure of health/educational information is voluntary and I have the right to receive a copy. A copy of this authorization is valid as the original.

**Approval:**

\_\_\_\_\_  
Print Name Signature Relationship Date  
\_\_\_\_\_  
Address City, State, Zip Phone Copy Received