



Private and Parochial and Homeschooled Students

In compliance with the Individuals with Disabilities Act of 2004, a student who is parentally-placed in a private, parochial, or home school within the boundaries of the Rockford School District #205, is eligible for consideration for a special education evaluation and services. As required in IDEA 2004, each public school district must utilize a portion of its Federal Part B special education funds (often referred to as Proportionate Share) in order to provide students with disabilities the opportunity to equitably participate in special education and services offered by the district.

Definitions

1. **Private School** – The term “private school” shall be defined as it is described in Section 612 (a)(10)(A)(ii)(I) of IDEA 2004. Specifically, this refers to privately operated elementary and secondary schools (K-12) only.

Please note that we do not interpret this term to include those private facilities which do not provide an elementary or secondary school curriculum.

2. **District of Residence** – The district wherein the parentally-placed private school child with a disability resides (with residency being determined in accordance with Illinois law).
3. **Serving District** – The district wherein the private elementary or secondary is located and where the child at issue attends

Evaluation

A parent/guardian, a community service agency, teacher, or others in the school setting may initiate a request for an evaluation. For students placed in a private/parochial school, the concerned party should contact the student’s teacher and/or the principal of the private school.

The private school will contact the Private and Parochial Department within the district with the request for an evaluation. The District is legally obligated to consider and respond to each evaluation request, however, the district does not automatically have to grant all evaluation requests. The team will consider the existing data and information from both parents and teachers, and based on that information will determine if an evaluation is appropriate.

If the student is homeschooled, the evaluation request should go to the child’s zoned school. The zoned school will be responsible for completing the evaluation.

Services

The Rockford School District does not provide a full range of services to students attending private/parochial schools or home-schools as they do for students in public schools. The District meets annually with local participating private/parochial schools and home-schooling parents to discuss the types of services that will be provided by the District under Proportionate Share.

Note: Please ensure you refer to the Special Education Department Intranet page to ensure you are using the most current version of this procedure.



Historically, administrators and parents from private schools have chosen to have these funds be expended to provide some level of direct speech-language services. In addition, consultative services may be offered to private school teachers and or parents of home-schooled students. Services are the same for all students in private schools, regardless of the severity of their disability.

Proportionate Share Guidelines for student age 3-5

1. For-profit daycare facilities and pre-kindergarten and preschool programs are not considered “elementary schools” when determining proportionate share.

Legal Reference
See 34 CFR 300.130, also 34 CFR 300.13, 300.16 – Responsible District: District of Residence

2. Not-for-profit daycare facilities and pre-kindergarten programs that include an active kindergarten program (i.e., with kindergarten-age students in actual attendance in a kindergarten program) are considered elementary schools and fall under proportionate share – Responsible District: Serving District.
3. If any part of a not-for-profit, private educational facility is recognized as falling under the proportionate share service requirements, the entire facility shall fall under proportionate share guidelines – Responsible District: Serving District.
4. In cases where pupils are being served in a facility, based on the guidelines listed above, that is NOT considered to fall under proportionate share guidelines, those pupils should be directed to their districts of residence to determine their eligibility to receive special education and related services, as well as to access any possible services that may be available to such children through the district of residence.

District Procedures for the Movement of a Public School Student to a Private School

If a student is attending one of the district’s public schools and the parent decides to place him/her in a Private and Parochial School within the boundaries of District 205. Please follow the instructions listed below:

1. The Procedural Coach in the student’s zoned school should send an email to the Director of Special Education in charge of Private and Parochial Services.
2. The Director of Special Education will contact the Rockford Public Schools Private and Parochial staff.
3. An IEP meeting will be scheduled by the Rockford Public Schools Private and Parochial staff and an Individual Service Plan (ISP) written for the student.
 - a. This plan clearly identifies the services the student will receive while attending the private school.



4. If the parent refuses the ISP, the Rockford Public Schools Private and Parochial staff will send the attached letter to the parent and upload the letter to the student's file in PowerSchool.

Helpful Links
<i>ISP Letter - Parent Declined Services</i>

Movement of a Private School Student to a Public School

If a student is attending one of the district's private and parochial schools and the parent places him/her in a Public School within the boundaries of District 205. Please follow the instructions listed below:

1. Student enrolls in a public school from a private school in the Rockford School District.
2. The Case manager from the private school contacts the Procedural Coach in the public school to notify them of the transfer.
 - a. When a student enters a District # 205 school Special Education Services should begin as soon as the school is informed of the students special education eligibility. The services should be comparable to those delivered previously.
 - b. An IEP meeting is scheduled within 10 days to change the Individual Service Plan (ISP) to an Individual Education Plan (IEP).

Movement of a Public School Student to Homeschool

1. Parent of the student indicates to the zoned school that they are going to home school their child.
2. Case manager of the student contacts the parents to explain to the parent that the IEP does not continue as written when a student is homeschooled.
3. An IEP meeting is scheduled within 10 days to change the Individual Education Plan (IEP) to an Individual Service Plan (ISP).
4. Procedural Coach contacts their Program Administrator to determine the types of services available to the student while homeschooled. These services will then be discussed at the pending IEP meeting.
5. If the parent refuses to meet, notify the parent of the date the team will meet to write the new ISP and inform them that a copy will be sent home for them.
6. If the parent refuses the services outlined in the ISP, the Case Manager will send the attached letter and upload a copy in PSSE.

Helpful Links
<i>ISP Letter - Parent Declined Services</i>