

## Private/Home School Procedures

### Initial Parental or School Contact

1. Talk with parents to determine if child has previously been found eligible for services as a student with a disability.
2. If so, request records. (If not, see next section.)
3. Review records with program coordinator and school psychologist to determine if there is enough information to establish eligibility. Any private psychological reports or speech records should be reviewed.
4. If team has enough information to determine eligibility, set up an IEP meeting. If student is attending private school, a representative from that school must be present. If student is home schooled, the parent serves as the general education teacher.
5. At meeting, complete eligibility report and develop an IEP. Be sure to provide parental rights. Explain to parents that the IEP will be implemented if the parents choose to enroll the student in TCSS.
6. If parents reject IEP, develop an Individual Service Plan (ISP) using form located in IC.
7. Explain the difference between an IEP and an ISP. Parents must be aware that by rejecting the IEP, the child is no longer entitled to FAPE and that services may not be equivalent to those provided through the ISP. It is important that they know services may be concluded if funding is exhausted.
8. Obtain consent to serve. You may use the consent for placement form on SEMS but will need to mark through the term Individual Educational Plan or IEP and replace with Individual Service Plan or ISP.
9. Send a copy of all paperwork to elementary records clerk or secondary records clerk (6-12) at EEC.
10. Maintain data for each therapy sessions and send to coordinator monthly. Be sure to document service time, planning time, material costs (if applicable), and travel time.
11. Send progress reports home following the same schedule as TCSS.
12. At the end of the school year, hold a meeting with parents and discuss progress. Be sure to take minutes that clearly outline performance.
13. Ask the parents if they are interested in receiving services the following year if allotted funds are available.
14. If parent indicates the desire to continue services in the fall, set up a meeting that must take place prior to the private school's start date. In the case of home schooled students, the start date would be the same as the TCSS start date.
15. At fall meeting, ISP would be developed for the new school year. There is no need to develop an IEP since parents rejected during previous year. However, there should be a statement included in the minutes documenting that you reminded the parents that the student would be served through an IEP if they choose to enroll the student in TCSS.

If student has not been identified as a student with a disability.....

1. Meet with parents and school personnel to explain Pyramid of Interventions.
2. Discuss current interventions in place and develop appropriate interventions at the appropriate tier.
3. Monitor process as student moves through the tiers. Private school personnel and/or parents will be responsible for implementing agreed upon interventions and collecting data at tier 2. At tier 3, special education personnel may be involved to implement and/or monitor interventions.
4. If student continues to struggle at tier 3, request a hearing and vision report from parents.
5. Once hearing and vision have been cleared, obtain consent to evaluate and refer for evaluation using referral checklist.
6. After testing is completed, follow directions outlined above beginning with #5 – establishing eligibility.

Dismissing a Private or Home Schooled Student

1. If parent is requesting dismissal, hold a meeting to discuss current level of performance. Document parent's request in minutes. Include a professional statement concerning student's current performance and how it may impact educational performance. Note that student is dismissed at parent request. Send folder to coordinator.
2. If you are considering dismissal because the student has met all ISP goals and appears to no longer need services, hold a meeting with parents to discuss progress. Request that TCSS system be allowed to complete a reevaluation.
3. If parent agrees to evaluation, initiate reevaluation. Remember that a vision and hearing report must first be obtained before getting the parent's permission for the evaluation.
4. Determine if dismissal is appropriate following evaluation by completing an eligibility report.
5. If team determines that the student is no longer eligible, document dismissal in minutes and send folder to coordinator for review.

\*If a parent refuses an evaluation for any reason, the school system must honor the parent's wishes and should meet to discuss dismissal.