**PRIVATE & PAROCHIAL SCHOOLS**

**Non-Public Proportionate Share**

Public school districts are required to utilize a portion of its federal special education funds to provide services to students with disabilities who are parentally placed in private and parochial schools, including homeschooled students located in their school district. This amount is determined each year by ISBE and is called the “Non-Public Proportionate Share” of IDEA funds.

Districts are only required to provide services covered by this Non-Public Proportionate amount.

**Which Students are Included**

Students attending non-profit private and parochial schools and home schools which are within the geographical boundaries of the school district are included regardless of their district of residence.

Students who are residents of the district but who do not attend a school within the geographical boundaries of the school district are not the responsibility of that district.

To qualify as a non-profit private or parochial school, the school must have an approved kindergarten program.

**Timely and Meaningful Consultation**

Prior to May 15th of each year, the local school district administration is required to meet with school representatives of private/parochial schools and parents of special education students enrolled in those schools, as well as parents who are home-schooling students. This is referred to as the “Timely and Meaningful Consultation.” The district informs the representatives of the total non-public proportionate share amount and the district’s plan for use of the funds. Documentation of this Timely and Meaningful Consultation must be signed and sent to ISBE. Each year the VASE Director will provide guidance to District Superintendents on the TMC process.

**Evaluations and Re-evaluations**

The school district in which a student is attending a private school has the sole responsibility for conducting initial and re-evaluation for special education services. The processes for requests for evaluations, evaluations, and eligibility determinations are the same as for processes described in the corresponding sections in this document.

Students who are eligible, but are not receiving services, remain eligible for services for three years. The district is required to conduct re-evaluations on these students even if the student is not receiving services.

**Individual Education Program**

If a student is found eligible for services, parents shall be informed of the child’s right to the development of an IEP if the child were to enroll in the public school. If the parent indicates that enrollment will remain in the private/parochial school, then the district will notify the parent of the opportunity for an Individual Service Plan for services covered by the “Non-Public Proportionate Share.” Unless a student is dually enrolled or enrolls at the public school, the student is NOT eligible to receive services via an IEP. (See below.)

**Individual Service Plans**

An Individual Service Plan is completed when special education and/or related services will be provided in the private/parochial school or in the public school. The form must be completed and reviewed on an annual basis. Only services paid for by the non-public proportionate share funds are required to be provided.

**Dually Enrolled Students**

Parentally placed private and parochial students with disabilities can be eligible for an Individual Education Program (IEP) if the student is dually enrolled in the public school and is receiving the special education services at the public school. To be considered dually enrolled, the student would need to be enrolled in at least one course for credit at the public school.