

NONPUBLIC SERVICES PLAN GUIDANCE



LOCAL SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT NAME

Student's Name	Last:	First:	Middle Initial:
Date of Review:	Date of Birth:	Grade:	Nonpublic School:
Resident District:		District in Which Nonpublic School Is Located:	
Parent's Name	Last:	First:	Middle Initial:
Address:			
City:		State:	Zip:

Participants

Check the box next to the member who can interpret the instructional implications of the evaluation results.

Student (if appropriate)

 District Representative

Parent

 General Education Teacher

Parent

 Special Education Provider

Representative of the Nonpublic School

 Other

Guidance: *The Services Plan is developed by the Individualized Education Program (IEP) team, which includes the parent, the student (if appropriate), a representative of the district in which the nonpublic school is located, a special education teacher or provider of services, a general education teacher (preferably the teacher of the student), and an individual who can interpret the instructional implication of evaluation results. A representative of the nonpublic school must be invited. If the nonpublic school representative does not attend, the team should document attempts made to invite a nonpublic school representative.*

Eligibility for Special Education

The student is eligible to receive special education under the certification of:

Guidance: *For initial evaluations, the Multidisciplinary Evaluation Team (MET) should follow rules for initial evaluations found in the Michigan Administrative Rules for Special Education (MARSE). The IEP team determines the eligibility based on the recommendation of the MET. For reevaluations, use the Review of Existing Evaluation Data (REED) procedures to determine what, if any, evaluations are necessary.*

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Statement of Need:

Guidance: The IEP team should address only the needs related to the services that will be provided under federal regulations and the MARSE. Baseline data should be reported with same age peer comparisons from a variety of sources such as assessments, student work, and observations. There should be a description of how the student's needs affect involvement and progress in the general education curriculum.

Annual Goals (attach goal page):

Guidance: Goals should address only those needs identified in the "Statement of Need" section related to the ancillary services to be provided. Goal pages should address how the progress will be evaluated and include a schedule for providing parents with the progress updates on the goals. IEP teams may use goal pages typically found in the IEPs.

Ancillary Services

Ancillary Service	Frequency	Duration	Location

Guidance: The ancillary services which local school districts are required to provide include those ancillary services set forth in the Michigan special education administrative rule 1997 AACRS, 340.1701(c).

Transportation

If services are not provided in the nonpublic school, does the child require transportation to benefit from or participate in the services provided? Yes No

If yes, describe:

Guidance: Service may be provided at the site of the private school to the extent consistent with law. If necessary the student with a disability must be provided transportation from the student's school or the child's home to a site other than the private school and from the service site to the private school or to the child's home, depending upon the timing of the service.

Other Considerations:

Guidance: IEP teams may use this section to address any other areas of the IEP that the team determines are appropriate for the student.
