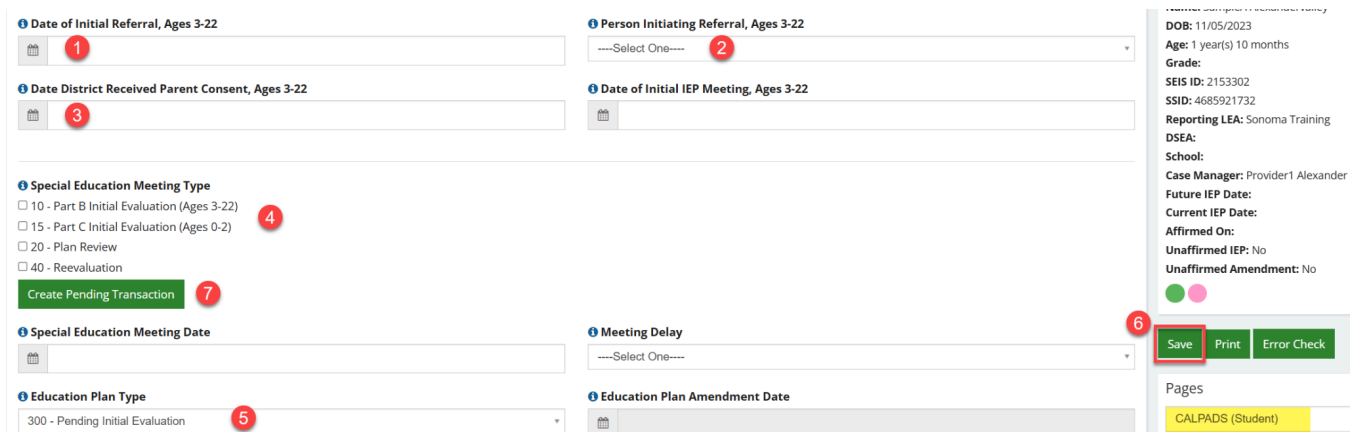


**Private School Scenarios
District of Location (Private School) and District of Residence are in Sonoma County
2025-2026 Academic Year**

Initial Evaluations (currently NOT eligible)

Parentally placed private school student is referred for a special education evaluation

- Search for an existing SEIS record
- If the student has a SEIS record, request the record (student should only have one SEIS record)
- If no, create a SEIS record
- Eligibility status = Pending
- Once written consent for the assessment has been received at the district, you are required to report the student to CALPADS
- Obtain an SSID number for the student (be sure to check if one already exists first)
- The school of attendance for the enrollment file should be mapped to a Private School Group for your district
- The school of attendance in SEIS is the school where the IEP team is making the offer of FAPE
 - Contact SELPA if the school needs to be added to SEIS
- The enrollment start date is the date written consent (signed AP) is received. Enrollment will remain open in CALPADS
- Complete the following fields in SEIS>CALPADS Student
 - Date of Initial Referral
 - Person Initiating Referral
 - Date District Received Parent Consent
 - Special Education Meeting Type = Meeting Type 10 - Part B Initial Evaluation
 - Education Plan Type = 300 Pending Initial Evaluation
 - Click Save
 - Click on the Create Pending Transaction button



The screenshot shows the 'SEIS > CALPADS Student' form. Red circles with numbers 1 through 7 highlight the following elements:

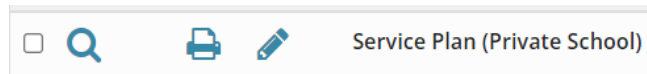
- 1:** Date of Initial Referral, Ages 3-22 (calendar icon)
- 2:** Person Initiating Referral, Ages 3-22 (dropdown menu)
- 3:** Date District Received Parent Consent, Ages 3-22 (calendar icon)
- 4:** Special Education Meeting Type (radio button for '10 - Part B Initial Evaluation (Ages 3-22)')
- 5:** Education Plan Type (dropdown menu showing '300 - Pending Initial Evaluation')
- 6:** Save button (in the bottom right action bar)
- 7:** Create Pending Transaction button (green button)

Additional visible fields include: Date of Initial IEP Meeting, Meeting Delay, Education Plan Amendment Date, and a sidebar with student information (DOB, Age, Grade, SEIS ID, SSID, Reporting LEA, DSEA, School, Case Manager, Future IEP Date, Current IEP Date, Affirmed On, Unaffirmed IEP, Unaffirmed Amendment).

Initial IEP Outcomes

Student is eligible (parent consents) and will not be enrolling in a public school, parent wants an Offer of FAPE and offer of an Individual Service Plan (Private School)

- Make an Offer of FAPE
- The IEP should be downloaded as a PDF and uploaded as an attachment to the Future IEP forms
- Offer an Individual Service Plan (Private School)
 - Continue documenting the meeting in the Future IEP forms
 - Complete the Service Plan (Private School)



- For 2025-2026 Sonoma County SELPA district members can offer 10 hours of consult Specialized Academic Instruction (SAI)

How to write the service:

SPECIAL EDUCATION AND RELATED SERVICES

Expand/Collapse All

+ Add Service

#1 330 Specialized Academic Instruction			+ -
Dates	Duration/Frequency	Provider	
	600 min Yearly	120 SELPA	
Location	Delivery	NPA Identifier	
840 Private day school (not certified by Special Education Division)	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition		
Initial Start Date			
Comments: Consult with private school staff to support student. Service will discontinue when funds for private school services are exhausted.			
<input type="checkbox"/> Do Not Report	<input type="checkbox"/> Do Not Print	Blank Grids to Print	0
<input type="button" value="Edit"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy to ESY"/>	

a) If the parent consents to the Service Plan (Private School), the parent must check the box of acceptance, initial the acknowledgments, and sign the Service Plan (Private School) form:

Check one of the following:

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

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that as a private school child with a disability, there is no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school. I/We understand that in accordance with the Individuals with Disabilities Education Act (IDEA) 2004, their rights to due process do not apply in the private school setting.

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that my child is eligible for special education services and I/we agree to the Offer of Free Appropriate Public Education (FAPE) which has been made.

(Parent/guardian(s) initial) I/We elect to enroll my child in a private school and understand that the IEP cannot be implemented. If I/we are interested in special education and related services from a public school through development of an individualized education program (IEP), I/we must contact the District of Geographical Residence; the District of Location of the Private School may not contact the District of Geographical Residence without my/our express written consent.



Parent Guardian Surrogate Adult Student

Date:

Continued:

- Change to Plan Type 200 - Individual Service Plan
- Change the School of Attendance to the private school name
 - Contact SELPA if it needs to be added to SEIS
- Once signed, the record should be made eligible and the meeting affirmed.
- The enrollment will remain open and follow your school calendar until the student no longer qualifies or enrolls in a public school or transfers out
- Add student information to Parentally Placed Private School Students Eligible for SPED Google form located on the SELPA website <https://www.sonomaselpa.org/info/private-school-services>. This is necessary for proportional share dollars
- Your district will remain the Reporting LEA and District of Special Ed Accountability
- Your district will case manage and hold all meetings
- SELPA will deliver the consult services

Student is eligible, parent consents to eligibility, the enrollment will remain with the private school, and the parent wants an Offer of FAPE and a Service Plan and declines both.

Follow all steps listed above (offer of FAPE and offer Service Plan)

- Parent must check, initial, sign, and date the following fields on the Service Plan (Private Schools)

Check one of the following:

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

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that as a private school child with a disability, there is no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school. I/We understand that in accordance with the Individuals with Disabilities Education Act (IDEA) 2004, their rights to due process do not apply in the private school setting.

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that my child is eligible for special education services and I/we agree to the Offer of Free Appropriate Public Education (FAPE) which has been made.

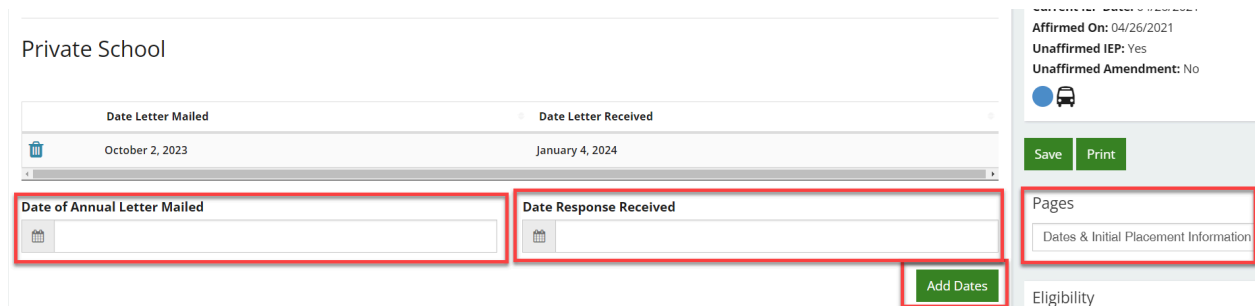
(Parent/guardian(s) initial) I/We elect to enroll my child in a private school and understand that the IEP cannot be implemented. If I/we are interested in special education and related services from a public school through development of an individualized education program (IEP), I/we must contact the District of Geographical Residence; the District of Location of the Private School may not contact the District of Geographical Residence without my/our express written consent.

_____ **Date:** _____
 Parent Guardian Surrogate Adult Student

- Change to Plan Type 700
- Once signed, the SEIS record should go from Pending status to DNQ or Not Providing Services (be sure this is a Plan Type 700) Do Not Affirm
- The transaction is uploaded from SEIS to CALPADS
- After the transaction has been posted in CALPADS, the enrollment can be exited
 - Exit date = Start Date
 - Exit code = N470 no show
- Add student information to Parentally Placed Private School Students Eligible for SPED Google form located on the SELPA website <https://www.sonomaselpa.org/info/private-school-services>. This is necessary for proportional share dollars

Student is eligible, parent consents to eligibility, the enrollment will remain with the private school, and parent does not want an Offer of FAPE nor an Individual Service Plan.

- Case manager should complete the Information/Eligibility form
- Parent should check the “I decline the initiation of special education services” box and sign the Parent Consent form
- Change to Plan Type 700
- Once signed, the SEIS record should go from Pending status to DNQ or Not Providing Services (be sure this is a Plan Type 700) Do Not Affirm
- The transaction is uploaded from SEIS to CALPADS
- After the transaction has been posted in CALPADS, the enrollment can be exited
 - Exit date = Start Date
 - Exit code = N470 no show
- Add student information to Parentally Placed Private School Students Eligible for SPED Google form located on the SELPA website <https://www.sonomaselpa.org/info/private-school-services>. This is necessary for proportional share dollars.
- District is obligated to send the Annual Plan Review Offer of FAPE – Notification of Parental Intent. This should be sent a couple of months before the Plan Review would be due.
 - Document the date the letter was sent and the date the parent responds in SEIS>Dates & Initial Placement Information on the Student Record



Student with active IEP transfers from a public school to a private school (parentally placed)

*NOTE: Preschool students: private school must also serve kindergarten students. Otherwise, not a private school

- Case manager must contact the parent and offer a Service Plan (Private School)
- Meeting is held in the Future IEP forms
- Meeting Type is a Plan Review
- Plan Type is changed to 200

How to write the service:

SPECIAL EDUCATION AND RELATED SERVICES

Expand/Collapse All

+ Add Service

#1 330 Specialized Academic Instruction + -		
Dates [Redacted]	Duration/Frequency 600 min Yearly	Provider 120 SELPA
Location 840 Private day school (not certified by Special Education Division)	Delivery <input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	NPA Identifier
Initial Start Date		
Comments: Consult with private school staff to support student. Service will discontinue when funds for private school services are exhausted.		
<input type="checkbox"/> Do Not Report	<input type="checkbox"/> Do Not Print	Blank Grids to Print 0
Edit Delete Copy to ESY		

Parent consents to a Service Plan (Private School)

Check one of the following:

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

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that as a private school child with a disability, there is no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school. I/We understand that in accordance with the Individuals with Disabilities Education Act (IDEA) 2004, their rights to due process do not apply in the private school setting.

(Parent/guardian(s) initial) I/We acknowledge, understand and agree that my child is eligible for special education services and I/we agree to the Offer of Free Appropriate Public Education (FAPE) which has been made.

(Parent/guardian(s) initial) I/We elect to enroll my child in a private school and understand that the IEP cannot be implemented. If I/we are interested in special education and related services from a public school through development of an individualized education program (IEP), I/we must contact the District of Geographical Residence; the District of Location of the Private School may not contact the District of Geographical Residence without my/our express written consent.

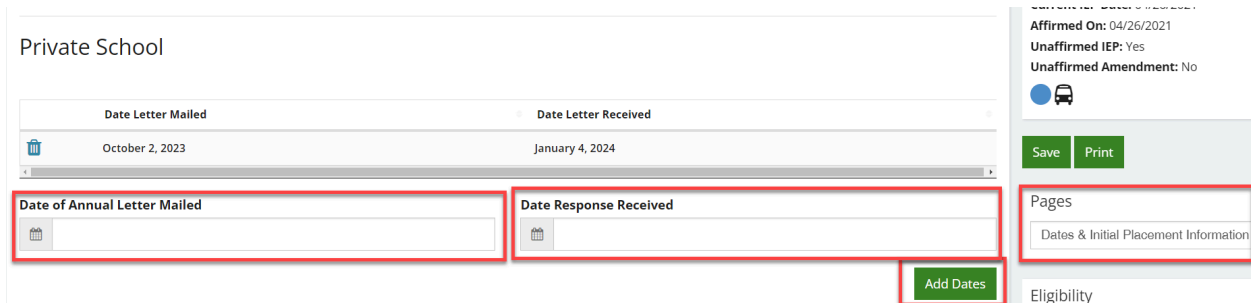
_____ **Date:** _____

Parent Guardian Surrogate Adult Student

- On a private school plan, written consent is required before affirming
- The enrollment file will transfer from the public school to a Private School Group for your district.
 - Public school enrollment exit/transfer using code T180 (transfer to private school)
 - Add enrollment file coded to Private School Group for district
- Add student information to *Parentally Placed Private School Students Eligible for SPED* Google form located on the SELPA website <https://www.sonomaselpa.org/info/private-school-services>. This is necessary for proportional share dollars.

If the parent declines the meeting and is not interested in the offer of a Service Plan (Private School)

- Send parent the *Certification of Parent Decision Not to Enroll in Public School* letter or PWN
- Exit the SEIS record using code 80 - withdrawal WITHOUT revocation. Leave a comment on the exit “Student transferred to a private school. Student is eligible for special education if enrolled in a public school.”
- The enrollment exit should be T180 (transfer to private school). Exit date in SEIS and CALPADS must be the same.
- Add student information to *Parentally Placed Private School Students Eligible for SPED* Google form located on the SELPA website <https://www.sonomaselpa.org/info/private-school-services>. This is necessary for proportional share dollars.
- District is obligated to send the Annual Plan Review Offer of FAPE – Notification of Parental Intent. This should be sent a couple of months before the Plan Review would be due.
 - Document the date the letter was sent and the date the parent responds in SEIS>Dates & Initial Placement Information on the Student Record



- Monitor timelines outside of SEIS.

Plan Type 700 (Student is Eligible) and Parent Requests IEP Meeting

Parent responds to the Annual Notification Letter or contacts the districts, wants to schedule an IEP meeting for a new Offer of FAPE, and will not enroll in the public school.

Note: This scenario is NOT reported to CALPADS.

- Bring the SEIS record back to Eligible status
- Make Offer of FAPE
- Change to Plan Type 100
- Have parent consent to the IEP
- Affirm the IEP
- Exit the record using code 80 - withdrawal WITHOUT revocation
 - Leave a comment on the exit indicating the student is enrolled at a private school and is eligible for special education services
- The **Transactions are NOT reported to CALPADS**
 - Move Transactions to Do Not Report and then Deleted Transactions
- District is obligated to send the Annual Plan Review Offer of FAPE – Notification of Parental Intent. This should be sent a couple of months before the Plan Review would be due
 - Document the date the letter was sent and the date the parent responds in SEIS>Dates & Initial Placement Information on the Student Record

Parent wants to schedule an IEP meeting for a new Offer of FAPE and will enroll in the public school at a future date (e.g.: assessed in spring, enrolling in the fall).

- Bring the SEIS record back to Eligible status
- Make Offer of FAPE
- Change to Plan Type 100
- Plan Effective Start Date = Date of enrollment at the public school (future date)
- Have parent consent to the IEP
- Affirm the IEP
- Exit the record using code 76 -Transferred - Moved, and known to be continuing

When the student enrolls:

- Bring the SEIS record back to Eligible status
- Confirm the Plan Effective Start Date is correct on the Transaction (must = enrollment date)
- Upload the Transaction from SEIS to CALPADS

Parent wants to schedule a meeting for an offer of a Service Plan

- Bring the SEIS record back to Eligible status
- Meeting is held in the Future IEP forms
- Complete the Information/Eligibility form
- Complete the Service Plan (Private School)
- Parent consent fields completed and signed on the Service Plan form
- Change to Plan Type 200
- Affirm the ISP
- Enrollment file required in CALPADS
 - Start date = Plan Effective Start Date
 - The enrollment will remain open and follow your school calendar until the student no longer qualifies or enrolls in a public school or transfers out

Contact Sheri Roberge at SELPA if you have any questions.