Introduction

There are two major categories of private school students – “publicly placed” and “parentally placed”.

- In the first instance, the educational agency places a student in a private facility in order to meet its requirement of free appropriate public education (FAPE) and the local educational agency (LEA) obligation to serve the student is exactly the same as if the student attended the public school. In California, these private facilities are commonly referred to as nonpublic schools (NPS).

- In contrast, the special education rights of the parentally placed private school student are considerably more limited. A parentally placed private school student with a disability does not have an individual right to FAPE. There are no instances when a LEA will be required to provide a service to such a child. However, there are particular obligations that the LEA must fulfill as explained herein.
These SELPA procedures and supporting documents apply to all SELPA member LEAs but not necessarily to other LEAs outside of the East Valley SELPA boundaries. This document (1) explains the key definitions used herein, (2) defines child find through identification procedures, (3) delineates differences in provision of services, (4) describes obligations for meaningful consultation, (5) explains proportionate share, and (6) provides East Valley SELPA approved forms for documenting and addressing the needs of students with disabilities enrolled by their parents in private schools.

Key Definitions Used Herein

District of Residence (DOR): As used in this policy, the District of Residence (DOR) refers to the school district within which the child with a disability resides.

District of Service (DOS): As used in this policy, the District of Services (DOS) refers to the school district within which the private school is located.

Individualized Education Program (IEP): As used in this policy, the Individualized Education Program (IEP) refers to the DOR offer of a free appropriate public education.

Individual Service Plan (ISP): As used in the policy, the Individual Service Plan (ISP) is a plan created by the DOS when a parent voluntarily places an eligible student with a disability in a private school.

Local Educational Agency (LEA): As used in this policy, LEA refers to a school district, county office, or charter school.

Private School Students with Disabilities: As used in this policy, “private school students with disabilities” mean students with disabilities enrolled by their parents in a private school or facility.

Private School or Facility: As used in this policy, “private school or facility” means: (1) private full-time day school pursuant to California Education Code section 48222 (including religious schools); (2) any other California Department of Education (CDE) identified educational institution, program, arrangement, or facility not sponsored, maintained, or managed by the LEA and for which the LEA does not collect average daily attendance funds; (3) CDE authorized private school affidavit. This includes ‘for-profit’ private schools.

Private School Consultation

“Consultation” involves discussions between the LEA, private school representatives, and parents of parentally placed private school students with disabilities on key issues that affect the ability of eligible private school children with disabilities to participate equitably in federally funded special education and related services. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered by the LEA. Successful consultation establishes positive and productive working relationships that make planning easier. This section provides information about private school consultation legal requirements, development of Private School Protocol, and meaningful consultation affirmation.

Legal Requirements

To ensure timely and meaningful consultation, a local educational agency shall annually consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children. Such consultation shall include:

(I) the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
(II) the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;

(III) the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

(IV) how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

**Development of Private School Protocol**

Annually, meaningful consultation between the private school personnel, parents of students with disabilities enrolled in the school, and special education leaders from the LEA wherein the school is housed leads to a private school protocol. The provision of services shall be provided by employees of a public agency; or through contract by the public agency with an individual, association, agency, organization, or other entity. Special education and related services provided to parentally placed private school children with disabilities, including materials and equipment, shall be secular, neutral, and non-ideological EC §56172(f).

Annually, when the LEA meets with the private school personnel and parents of private school students, a discussion will occur as to developing procedures and practices for the provision of services to students with disabilities enrolled in private schools. This process includes review of the current needs of the students in order for the team to facilitate a decision of which specific special education service(s), materials, and/or equipment(s) will be provided on behalf of the students.

When timely and meaningful consultation has occurred, the LEA shall obtain a written affirmation signed by the representatives of participating private schools. A copy of the affirmation letter and the private school protocol shall be sent to the LEAs within the SELPA.

**Proportionate Share of Funds**

This section explains the calculation method used by SELPA, the sample calculation for proportionate share, and documentation for fiscal audit.

**Calculation**

One time each year a pupil count of the number of eligible parentally placed private school students with an ISP will take place. Each DOS will determine the number and location of parentally placed private school children eligible for special education within the LEA’s jurisdiction and report the information in CASEMIS. SELPA then calculates the proportionate share of federal dollars generated from the December 1 pupil count to be allocated to provide special education and related services to private school students.

To calculate the proportionate share that an LEA must spend, the SELPA uses the Federal Part B, IDEA 611 (formerly PL94-142) grant awards and the pupil count from the prior year December 1 count using grades K-12th (5-21 year olds – non-preschool).
Sample Calculation
For Sample District:

- # of eligible children in public schools: 300
- # of eligible children in private schools: 10

Total # Eligible: 310

*Federal Flow-Through of IDEA Basic Local Assistance Entitlement, Part B, Section 611 (Resource codes 3310/3311/3312)*

Federal Flow-Through: $450,000
Divided by Total # Eligible: 310
Proportionate Share: $1,451.61
Eligible/Enrolled: 7
Total Proportionate Share: $10,161.27

Child Find through Identification Procedures

The 2006 regulations in 34 CFR 300.131(a) provide that each LEA must locate, identify and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA. This includes both the district of residence and the district where the private school is located, as they each hold responsibility for child find. The child find process must be designed to ensure the equitable participation of parentally placed private school children with disabilities and an accurate count of such children. In carrying out this clause, the LEA is required to undertake activities similar to those activities undertaken for the agency's public school children (i.e., problem solving team documentation of interventions considered and utilized, as appropriate). Such child find process shall be completed in a time period comparable to that for other students attending public schools in the LEA. Given these obligations, the cost of carrying out child find activities, including individual evaluations, may not be considered in determining whether a local educational agency has met its obligations under private school proportionate share allocations.
Problem Solving Team Process

Prior to pursuing a formal special education assessment, private schools are encouraged to establish a pre-referral problem solving team intervention process, (i.e., Student Intervention Team [SIT], Response to Intervention [RtI], Student Study Team [SST]) to address support within the classroom. Training for this process, including the required forms, will be provided by the district within which the private school is located.

The private school needs to complete the problem solving team process and document interventions considered and/or utilized in the private school setting. A systematic record of the meetings, recommendations, and follow-up services of the pre-referral intervention process should be maintained by the private school to monitor student progress.

If the child continues to struggle and the problem solving team suspects a disability might exist, the private school needs to notify the district wherein they are located (the DOS) of the potential need for an evaluation. The private school will submit copies of the results of the interventions to the DOS.

Procedures for Processing Referrals for Special Education Evaluation

Appendix A will be used by the DOS and/or DOR at initiation of referral assessment process. The district where the private school is located (the DOS) will conduct the assessment of the private school student. The DOS will initiate a proposed Assessment Plan and explain the forms to the parent within 15 days of the referral. The DOS will obtain the signed assessment plan and EV-10. The DOS will notify the DOR of the assessment using Appendix A along with an Authorization for Use and/or Disclosure of Information (EV-10) signed by the parent(s) or guardian(s). (EV-10 is included as Appendix D).

The DOS will complete the assessment, including writing a written report, within 60 days of receiving parental consent to conduct the evaluation. The DOS will provide the report to the DOR seven (7) days prior to the IEP meeting. The DOS will complete the IEP in WebIEP in collaboration with the DOR. This includes, among other things, the development of goals. The DOR is responsible for the offer of FAPE in LRE.

If the DOR receives a parent request for assessment and the student is parentally placed in a private school outside of the DOR, Appendix A will be used to inform the DOS. The DOS will follow the steps outlined above. See Flow Charts A and B on pages 9 and 10.

IEP Team Determination of Eligibility

The LEA that completed the evaluation, the DOS, shall invite the student’s teacher and an administrator from the private school and a representative from the DOR to attend a team meeting for the purpose of sharing the assessment results and develop an individualized education program (IEP). The student’s eligibility for special education services will be determined by the IEP team. The DOR will offer FAPE in LRE.

Provision of Services

There are two ways a student with an identified disability can receive special education services: via an Individualized Education Program (IEP) or an Individualized Service Plan (ISP).

Services via the IEP Process

Should the student be found eligible for special education services, the student’s district of residence (DOR) is responsible for offering FAPE in the IEP.

It is important that the parent understand that (1) the IEP will get implemented should the parent enroll their child in the public school setting and (2) that they have no individual right to such services should they maintain their child’s enrollment in the private school setting.
No parentally placed private school student with a disability has an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school. No LEA is required to pay for the cost of educating a child with a disability at a private school if the LEA made FAPE available to the child and the parents voluntarily elected to place the child in a private school. At each evaluation and IEP meeting, the parents will be given a copy of the Notice of Parental Rights and Procedural Safeguards. Disputes regarding whether a LEA offered FAPE to the child (as well as the initial identification and evaluation of parentally placed private school children with disabilities) may be resolved pursuant to local and state policies and procedures.

**Services via the ISP Process**

If the private school where the student is enrolled is within the district of residence boundaries, the DOR shall develop an ISP and be considered the district of services (DOS). If the private school where the student is enrolled is outside the district of residence boundaries, the DOR shall refer the case to the DOS where the private school is located for development of an ISP. In both cases, the LEA obligation to provide special education services does not go beyond what was agreed to via the private school consultation process as documented in the Private School Protocol.

The DOS will develop an ISP for the student. Appendix C contains a Notice of Individual Service Plan Meeting (EV-96) and Appendix B contains the Individual Service Plan (EV-95). During this meeting, the ISP team will review the offer of FAPE from the DOR and develop an ISP accordingly. The parent has a right to accept or decline the service offered through the ISP. If the parent maintains enrollment in the private school, the DOS will invite the parents to attend an ISP meeting to review their child’s ISP and progress on an annual basis. A copy of the signed ISP must be provided to the student’s DOR.

**NOTE:** For preschool students on an IEP who transition into a private school kindergarten, an ISP needs to be developed at the beginning of the school year to transfer services from the IEP to an ISP. Also, if the services offered by LEA changes during the annual private school protocol review, the DOS needs to review the ISPs of students attending a private school to ensure they match the private school protocol.

**Out of State Children with Disabilities**

The district where the private school is located conducts child find for all parentally placed private school children, including those children attending who reside out of state. The district where the private school is located determines and pays for equitable participation services provided to out-of-state parentally placed private school children with disabilities.

**Preschool Children with Disabilities**

Preschool is never considered private school and does not follow any of the private school procedures or requirements. This includes children under the age of six who are parentally enrolled in a private preschool (e.g. KinderCare, La Petite, etc.) instead of a public preschool (e.g. Head Start, State Preschool, etc.). The district of residence is responsible for child find and offering and implementing FAPE on an IEP.

**CASEMIS Coding**

The LEA providing the services, the DOS, to a student enrolled in private school is responsible for reporting the student in California Special Education Management Information System (CASEMIS). Table A (Student Data Table) must contain the following:

- One record for each student found eligible for and who received special education services.
• One record for each child referred and evaluated but not eligible for special education or related services – June report only.

• One record for each child referred, found eligible, and did not receive special education and related services because parent declined services, child was parentally placed in private school where no ISP services were provided, or “other” reason – June report only.

While all data must be accurately recorded, it is especially important for private school students in the following areas:

**A-32 PLAN_TYPE:**

**Definition:** The type of plan by which the student is receiving special education services

**Valid Format & Codes:**

10 Individualized Education Program (IEP)
15 Individual Family Service Plan (IFSP)
20 Individual Service Plan (ISP), age six and above
70 Eligible - no IEP, IFSP, or ISP - Parentally placed in private school (student does not need services to be provided using proportionate share or parent declines offer of services to be provided proportionate share)
80 Eligible - no IEP, IFSP, or ISP - other reasons
90 Not eligible for special education or related services

**A-36 LAST_IEP:**

**Definition:** It is the date when the last IEP, IFSP, or ISP (if the student is placed in a private school by a parent) meeting was held for the student. It can be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/ISP document resulting from this meeting.

**Valid Format & Examples:**

MM/DD/CCYY (DBF format)
05/11/1985 (DBF format)

**A-44 FEDSET_SCH:**

**Definition:** It is the federal program setting in which the student, age group 6 to 22 only, is receiving or has received special education and related services according to the student's IEP.

**Valid Format & Codes:**

400 Regular Classroom/Public Day School: A program setting that includes at least 50 percent nondisabled children.
450 Separate School: This is a setting where children receive all of their special education and related services in educational programs for greater than fifty percent of the school day in public or private day schools specifically for children with disabilities.
460 Residential Facility: Public and private residential facilities where students reside during the school week and receive special education and related services for greater than 50 percent of the school day. Do NOT include children who receive special education programs at the facility but do not live there.
470 Homebound/Hospital: This setting is where students receive special education programs and related services in homebound/hospital environment. Do NOT include children with
disabilities whose parents have opted to home-school them and who receive special education at the public expense.

480 Correctional Facility: This setting includes students who received special education programs in correctional facilities.

490 Parentally Placed in Private School: This setting is where students have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at public expense. Do NOT include children who have been placed in private schools by the LEA.

**Compliance Monitoring Obligations**

The DOS reports those students who attend private schools located within district boundaries in their CASEMIS. The DOS will also invite the parents of students with disabilities and private school personnel to provide input and participate in the annual private school consultation meeting.

After the initial offer of FAPE, the DOR is NOT responsible for making an annual offer of FAPE via the IEP process. Once a student is eligible for special education services and parentally placed in a private school, a reevaluation of the eligibility need not occur for a period of 3 years. If the private school suspects another disability and requests additional assessment on a student, the DOS will notify the DOR of the referral for evaluation. If the DOR is providing special education services as the DOS, the student's CASEMIS data will be collected and reported so the timelines are easy to track. Only the DOS can claim the student for CASEMIS purposes.

A student who is attending private school who does not have a “current” IEP or triennial assessment will continue to be considered eligible for special education until they exit from special education through the assessment process, graduate with a regular high school diploma or reach the age of 22. If a parent/adult student enrolls in a public school from a private school with an outdated IEP/Triennial, the DOR will need to gather new assessment information by offering an assessment plan for updated eligibility determination.

Revised: December 2015
Flow Chart A – Parent Contacts DOR

Parent Suspects Disability and Contacts District of Residence (DOR)

If DOR is also District of Service (DOS – Private School located within DOR) DOS contacts private school for Problem Solving Team Data

DOS follows procedures on next page starting with #3

If DOR is not DOS, DOR contacts DOS using EV-93

DOS contacts private school for Problem Solving Team Data

DOS follows procedures on next page starting with #3
Flow Chart B – Parent Contacts DOS or Private School Suspects Disability

1. Parents contacts DOS or Private School suspects disability, and contacts DOS

2. Private School initiates Problem Solving Team, provides interventions for student and Intervention data to DOS

3. DOS develops and provides assessment plan to parents within 15 days

4. DOS notifies DOR using EV-93

5. DOS completes assessment within 60 days of receipt of parental consent

6. DOS schedules IEP and ISP meetings in collaboration with DOR. DOS sends IEP and ISP conference notices (EV-30 and EV-96)

7. DOS provides assessment report to DOR seven (7) days prior to IEP

8. DOS completes IEP in WebIEP in collaboration with DOR in advance of IEP meeting (DOS is responsible for CASEMIS reporting)

9. At IEP meeting, DOR offers FAPE

10. If FAPE declined, DOS offers ISP (EV-95)

11. DOS schedules and holds annual ISP meetings (annual IEPs are not necessary)

12. In advance of triennial date, DOS develops and provides assessment plan to parents, and notifies DOR

13. DOS follows procedures above to assess, schedule IEP, and collaborate with DOR for triennial IEP

Revised December 2015/RC
### Flow Chart C – District Responsibility for Special Education Identification & Individual Service Plans

<table>
<thead>
<tr>
<th>TASK</th>
<th>DISTRICT OF PRIVATE SCHOOL (DOS)</th>
<th>DISTRICT OF RESIDENCE (DOR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILD FIND</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>IDENTIFICATION/ASSESSMENT (Initial and Triennial)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT PLAN (Initial and Triennial)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>PARENT INFO RELEASE</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>COMPLETE ASSESSMENT</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>SCHEDULE IEP MEETING (Initial and Triennial)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>ATTEND IEP MEETING (Initial and Triennial)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>PRESENT LEVELS, GOALS/OBJECTIVES &amp; OFFER OF FAPE (Initial and Triennial)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>INDIVIDUAL SERVICE PLAN (ISP) (Initial and Annual)</td>
<td>✅</td>
<td></td>
</tr>
</tbody>
</table>

Refer to narrative for complete written procedures
List of Appendices

A. Private School Child Find Notification Request for Initial Evaluation (EV-93)
B. Individual Service Plan (EV-95)
C. Notice of Individual Service Plan Meeting (EV-96)
D. Authorization for Use and/or Disclosure of Information (EV-10)
East Valley Special Education Local Plan Area (EVSELPA)
Private School Child Find Notification
Request for Initial Evaluation

DATE: __ / __ / ______

(Please circle one)
TO/FROM: ____________________, Director of Special Education/ District of Residence (DOR)

TO/FROM: ____________________, Director of Special Education/ District of Service (DOS)

☐ As the district of service (DOS) in which ____________________________ private school is located, our office is sending this Private School Child Find Notification and supporting documentation on the student described below to you as the district of residence (DOR).

☐ As the district of residence (DOR) in which ________________ lives, our office is informing the student’s district of service (DOS) of the need to assess. Please also work with us to coordinate the date of the Individualized Education Program (IEP) Team Meeting to review eligibility and offer FAPE for this student so that a smooth transition into public school or the development of an Individual Service Plan (ISP) can occur in a timely manner.

Student Information

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>DOB: __ / __ / _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private School of Attendance: ________________</td>
<td>Grade: _______</td>
</tr>
<tr>
<td>Parent/Guardian: ___________________________</td>
<td></td>
</tr>
<tr>
<td>Student’s address and phone number: ____________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Concerns known at this time: __________________________________________________________________________________</td>
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</tr>
</tbody>
</table>

If you have any questions regarding this referral, please contact the following person: ______________________ at ______________________ (phone number)

DATE NOTIFIED: __ / __ / ______   SENT BY: ☐ FAX ☐ EMAIL ☐ IN PERSON

Cc: Private School Administrator
EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA (EVSELPA)
INDIVIDUAL SERVICE PLAN (ISP) FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS

The use and distribution of this form is limited to employees of public school agencies within the East Valley Special Education Local Plan Area (SELPA)

Appendix B

Student’s Name: __________________________ Birthdate: ___ - ___ - ___ Grade: _____ ISP Meeting Date: ___ - ___ - ___

Parent/Guardian/Surrogate Name(s): ____________________________________________________________

Address: __________________________________________________________________________________

Home Phone: (___) ___ - _____ Cell: (___) ___ - _____ Work Phone: (___) ___ - _____

District where private school is located: __________________________________________ District of Residence: __________________________________________

Private School: __________________________________________ Home School: __________________________________________

Private School Phone: (___) ___ - _____ District of Residence Phone: (___) ___ - _____

Student has been found eligible for special education services. By signing this document, the parent/guardian(s) have indicated to the District of Residence (DOR) that they have chosen to unilaterally enroll or continue to enroll the student in a private school without the consent of, referral by, or at expense of the District. It is further acknowledged that the DOR has offered to develop an IEP when the student’s parent/guardian(s) express an interest in enrolling the student in public school. The parents understand in accordance with IDEA 2004, their rights to due process do not apply in the private school setting.

Summary of Present Levels as identified in the IEP:
___________________________________________________________________________________________
___________________________________________________________________________________________

Area(s) of need as identified in the IEP: ________________________________________________

Services: The District of Service (DOS) is not required to provide services other than those identified and agreed upon in their Private School Protocol. The DOS will provide the special education service(s) below for the student while enrolled in private school or until the proportionate share of federal funds have been expended for the current school year.

<table>
<thead>
<tr>
<th>Special Education Service</th>
<th>Frequency</th>
<th>Duration</th>
<th>Location</th>
<th>Start Date</th>
<th>End Date</th>
<th>Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

☐ Check only one of the following:
☐ Student’s parents have accepted the district’s offer of an Individual Service Plan.
☐ Student’s parents have declined the district’s offer of an Individual Service Plan

Parent: ___________________________________________ Date: ___ - ___ - ___

DOS Representative: _________________________________ Date: ___ - ___ - ___

Other: ___________________________________________ Date: ___ - ___ - ___

Next Annual Review by: ___ - ___ - ___

Triennial Review Due By: ___ - ___ - ___

Copy of signed ISP to be provided to the student’s District of Residence.

EV-95, Rev. 12/8/15   Original - Parent/Guardian   Copy – District of Service   Copy – Private School   Copy – District of Residence
EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA (EVSELPA)

NOTICE OF MEETING

INDIVIDUAL SERVICE PLAN (ISP) FOR PARENTALLY PLACED STUDENTS IN PRIVATE SCHOOL

The use and distribution of this form is limited to employees of public school agencies within the East Valley Special Education Local Plan Area (SELPA)

Student’s Name: ________________ Birthdate: ________________

Address: ____________________________________________

Dear ________________,

Today’s Date: ________________

An Individual Service Plan (ISP) Meeting has been scheduled for the above student. Your participation is important in the development of an ISP. During this meeting there will be a review of your child’s ISP and progress. This review must be held annually. Your child may participate in the development of the ISP.

You are requested to attend this meeting as a participating member of the ISP team. The meeting is scheduled for:

ISP Meeting Date: ________________ Time: ________________

School / Location: ________________ Room: ________________

We anticipate that the following members will also attend:

☐ Private School Administrator/Designee ☐ District of Service Administrator

☐ Private School Teacher ☐ Student ☐ Other: __________________________

☐ Special Education Teacher ☐ Specialist ☐ Other: __________________________

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name: ____________________________ Title: ____________________________

School / District: ____________________________ Phone: (_____) ______-_____

Please complete and sign this form, and return to: ____________________________

Check the following items, as appropriate:

☐ I plan to attend the meeting ☐ I require assistance of an interpreter (language): ______

☐ I do not plan to attend the meeting, but am available by teleconference at: (_____) ______-_____

☐ I request a different time and/or place. Please call me at: (_____) ______-_____

☐ NO, I cannot attend the meeting or participate by teleconference, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the ISP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

☐ NO, I cannot attend, but I will designate __________________________ as my representative to speak for me.

I understand the ISP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Please list any additional attendees: ________________________________________________

Parent/Guardian/Surrogate/Adult Student: ____________________________ Date: ________________

Original signature is required for release of medical information. No Facsimiles of this form will be accepted when requesting the disclosure of medical information.

**EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA**

**AUTHORIZATION FOR USE AND/OR DISCLOSURE OF INFORMATION**

<table>
<thead>
<tr>
<th>Name of student (list other names used)</th>
<th>Medical Record Number (if applicable)</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of student</th>
<th>Phone No.</th>
<th>Other Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I authorize the following individual or organization to disclose the above named individual’s medical/educational information as described below.

<table>
<thead>
<tr>
<th>Individual or Organization Disclosing Information:</th>
<th>Individual or Organization Receiving Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosing party</td>
<td>Receiving party</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
</tr>
<tr>
<td>City, State, Zip Code</td>
<td>City, State, Zip Code</td>
</tr>
<tr>
<td>Telephone</td>
<td>Telephone</td>
</tr>
<tr>
<td>Fax</td>
<td>Fax</td>
</tr>
</tbody>
</table>

**Duration:** This authorization shall become effective immediately and shall remain in effect until ____________ (date) or for one year from the date of signature if no date is entered.

**Revocation:** I understand that I have the right to revoke this authorization, in writing, at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt, but will not apply to information that has already been released in response to this authorization.

**Redisclosure:** I understand that health information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

**Health Information:** I understand that authorizing the disclosure of health information is voluntary. I can refuse to sign this authorization, and I do not need to sign this form in order to assure medical treatment.

**Specify Record(s):** Indicate type of information that is to be disclosed:

- [ ] Medical
- [ ] Medication
- [ ] Psychiatric
- [ ] Mental Health
- [ ] Drug/Alcohol
- [ ] STD/HIV Test Results
- [ ] Educational
- [ ] Other: _______________________

Any and all information with regard to the above records may be released except as specifically provided here: _______________________

I request that the information released pursuant to this authorization be used for the following purposes only:

- [ ] Educational Assessment
- [ ] Educational Planning
- [ ] Other: _______________________

A copy of this authorization is as valid as an original. I understand that I have a right to receive a copy of this authorization for my records.

**Signature of Student or Student’s Representative**

**Description of Relationship to Student**

**Date**

**EV-10 (Revised 11/13/03) Distribution: White Copy – Agency Canary Copy – District**