

WCRIS Staff Takeaways from DPI SNSP Training, June 2019

- An IEP or services plan that is “in effect” means at least one of the following applies:
 - The IEP is being implemented at a public school district because the student is currently enrolled at a public school; or,
 - The private school student has a services plan from the public school district and has received services from the district during the school year (“implemented”); or,
 - The student has an IEP or services plan that was developed no earlier than September 15, 2016 and there has not been a more recent reevaluation that determined the student **no longer has a disability**.

- Scenarios about IEP or service plans, for example only:
 - A public school student is evaluated on July 1, 2019. The student is found to have a disability and an IEP is developed. In Fall 2019, the parents enroll the student at the local private school. The IEP was never “implemented” at the public school BUT it was created for the student and signed by all parties. **That student has an IEP *in effect* for the purposes of the SNSP.**

 - A private school student was evaluated by the local public school district on October 1, 2017. The student was found to have a disability and received speech language pathology (SLP) services from the public school district for the 2017-18 school year. The student is not scheduled for the required three-year reevaluation for SNSP eligibility until October 1, 2020. But, in the following 2018-19 school year, the district reevaluated the student when determining what equitable services they would make available to eligible private school students with disabilities under the federal Individuals with Disabilities Education Act (IDEA). The student was still found to have a disability but now needs occupational therapy (OT) instead of SLP. The district does not offer OT as an equitable service for eligible private school students with disabilities under the federal IDEA. The district does not write a new/updated services plan for the student, because he/she is not receiving services from the district for the 2018-19 school year. **The student still has a services plan *in effect* for the purposes of the SNSP.**

 - A public school student was initially evaluated on November 15, 2016. The student was found to have a disability and an IEP was developed. The student enrolls in the local private school in the Fall of 2018. The district reevaluates the student on September 1, 2018 at the parent’s request and finds he no longer has a disability covered by the IDEA and therefore no IEP or services plan is developed. **The student does not have an IEP or services plan *in effect* for the purposes of the SNSP.**

 - A private school student is initially evaluated by the public school district in which the private school is located on March 1, 2019. The student is found to have a disability, but will not receive services under the equitable services provisions of the IDEA and therefore, the district does not write this student a services plan. The parents request that their resident school district (different from the district in which the school is located) write an IEP for their student. The district complies and writes the student an IEP. **The student has an IEP *in effect* for the purposes of the SNSP.**

 - A private school student has a services plan from the district dated December 1, 2017. Since then, the student has received OT from the public school district. On April 1, 2019 the district dismisses this student from OT because she has met her goals. The student is not scheduled for the three-year reevaluation required for SNSP eligibility until December 1, 2020. The district is not planning on reevaluating the student until this date. **The student has a services plan *in effect* for the purposes of the SNSP** at least until December 1, 2020 when she is reevaluated for the required three-year reevaluation for SNSP eligibility. At that time, if the student is reevaluated and no longer has a disability, her scholarship would be reduced to the statewide voucher amount and is considered a partial scholarship recipient as long as she remains at the same SNSP school; reaches age 21; graduates; or, is withdrawn from the school by the parents.

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- A private school student has a services plan from the district dated November 15, 2017. In the 2017-18 and 2018-19 school year the student received physical therapy (PT) from the public school. The student is not scheduled for the three-year reevaluation required for SNSP eligibility until November 15, 2020. For the 2019-20 school year, the public school district requests to reevaluate the student on July 15, 2019 to determine equitable services and whether or not the student still has a covered disability. The parents do not provide consent to have the child reevaluated on July 15, 2019. The district does not update the student's services plan but the student will no longer receive PT for the 2019-20 school year. **The student still has a services plan in effect for the purposes of the SNSP** at least until November 15, 2020 when he is reevaluated for the required three-year reevaluation for SNSP eligibility. At that time if the parents do not provide consent for a reevaluation of the child, the student is ineligible to continue participating in the program. If the student is reevaluated and no longer has a disability, his scholarship would be reduced to the statewide voucher amount and is considered a partial scholarship recipient as long as he remains at the same SNSP school; reaches age 21; graduates; or, is withdrawn from the school by the parents.
- A private or public school student is initially evaluated and found to not have a disability covered by the IDEA and therefore the student does not have an IEP or services plan. **Neither of these students are eligible for the SNSP.**
- A public school student with an IEP dated December 1, 2018 from a public school district in Illinois, moves to Wisconsin in April 2019. The student enrolls in a local private school and applies for an SNSP seat. The private school is able to contact the Illinois public school district and receives email confirmation and a dated IEP from the district verifying the student has an IEP *in effect* that meets the criteria for SNSP eligibility. **The student has an IEP in effect for the purposes of the SNSP.**
- A private or public school student has an IEP or services plan dated September 1, 2016 and has not been reevaluated since. **Neither of these students are eligible for the SNSP.**
- Once the seats at an SNSP school are filled, the school must continue to process and verify all applications received, placing eligible applicants on a waiting list. If a seat becomes available, students on the waiting list are seated at the school in the order their applications were processed and verified.
- A student at an SNSP school receiving a partial scholarship (because he/she was eligible for an SNSP voucher but became ineligible after a reevaluation) counts towards your total student count of available SNSP seats. Example: Four students are eligible on a full SNSP voucher, two students are now ineligible on a partial SNSP scholarship, and you have eight SNSP seats available at your school. You have two SNSP seats remaining (4 full + 2 partial = 6 total. 8 total available – 6 taken = 2 remaining).
- The Choice Administrator for the SNSP school should be the individual who is communicating with/sending the verification emails for IEP/service plans to the local public school district.
- Public school districts that must provide verification to an SNSP school of an IEP or services plan that is in effect are no longer required to include specific language in the verification email they send to the SNSP school. The district can simply send an email with an attachment of the IEP or services plan that is in effect for the requested student application.
- If an SNSP student is not a resident of the school district in which the SNSP school is located, the SNSP school's Choice Administrator should send an email to the student's resident district notifying them that there is a student from their district who is eligible for and will receive an SNSP voucher to attend the private school. The funds for the SNSP voucher are generated at the student's resident school district and therefore this step is crucial when preparing schools for the SNSP.

NOTES

- There are certain mistakes on the student application/transfer request that are correctable after it is processed and the SNSP school has sent the verification of IEP/services plan email to the local public school district. This student remains eligible to participate in the SNSP once these corrections are made.
- There are also certain mistakes on the application/transfer request that are **NOT correctable** after it has been processed and the SNSP school has sent the verification of IEP/services plan email to the local public school district. A student application with these mistakes is automatically ineligible. Mistakes that are considered **not correctable** include: any whiteout on any portion of the student application, including the residency verification; missing a parent's signature and/or date on the student application/transfer request; missing the date the application/transfer request was received by the SNSP school; and, any mistakes that once corrected, would render the application/transfer request ineligible.
- Traditional grade breaks, like moving from 4th or 5th grade to 6th grade (i.e. elementary to middle school) and 8th grade to 9th grade (i.e. middle to high school) are considered "transfers" for the purposes of the SNSP, if the student is moving to a different SNSP school.
- A SNSP student's service agreement does not need to be modified or updated each year the student participates in the program, unless, if at any point the school and/or the parents disagree about the services to be provided and/or want to change the services in the agreement. A copy of each SNSP student's service agreement should be included in the SNSP student files for purposes of the annual enrollment audits.
- The required SNSP student quarterly report is not the same thing as the student's service agreement. The student quarterly report must be completed for each SNSP student each quarter and provided to the parents of the student. This must be completed on the form provided by the DPI. A copy of each quarterly report provided to the parents should be included in the SNSP student files for purposes of the annual enrollment audits.
- If an SNSP student's parents wish to withdraw from the program, the SNSP school should require the parents to send a letter to the school indicating their intent to withdraw their child from the school/program. For example, if an SNSP student is currently on a string of unexcused absences and you have not heard from the parents, do not notify the DPI and/or continue counting that student on student count dates until you have a written letter from the parents indicating they have withdrawn from your school.

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