



Northern Lights Special Education Cooperative

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Homeschool Students and Individual Service Plans (ISPs)

Minnesota Public School Districts are obligated to provide special education and related services through an ISP, as well as procedural due process rights, to nonpublic school students. A nonpublic school includes any school that is not a public school, where a student that is a resident of Minnesota can attend school and meet compulsory instruction requirements. This includes private school, a church or religious organizations, and **home school**.

The public school district is obligated to identify students with disabilities among non-public students. The NLSEC Director of Special Education provides an annual memo to member school district offices, to inform parents of students in homeschool of their resident school district's responsibilities for their child.

Common Questions and Answers about ISPs:

How would I know if there are homeschooled students in my district that may need special education?

Families that live within the boundaries of your district should register their children that are homeschooled with the district office. Ask your district office what their process should be for notifying special education staff of these students that might need ISP management.

What should I do if I'm notified that a homeschooled student is struggling or is eligible for an evaluation?

Contact the family to discuss concerns, interventions, and possible special education evaluation. Set up a larger team meeting if necessary. The district has the ability to determine the location of special education evaluation procedures, which may be at the nonpublic school building, a public school, or at a neutral site other than a nonpublic school, consistent with federal law

What changes in SpEd Forms?

Change the type of plan from IEP to ISP and notify your MARSS coordinator of the change for student data tracking purposes.

Individual Services Plan (ISP)	
ISP Meeting Date: 2/1/2015 Finalized on: 9/2/2014	
<input type="radio"/> IEP <input type="radio"/> IIP <input checked="" type="radio"/> ISP	
<input type="button" value="Validate"/> <input type="button" value="Print ISP"/> <input type="checkbox"/> Amendment	
1. Student information 	2. Present levels 
3. Goals 	4. Transition services 1 
5. Transition services 2 	6. Services 
7. Accommodations, modifications 	8. Assessments (Page 1) 
9. Assessments (Page 2) 	10. Additional Information 

How does the ISP team propose a FAPE to the student?

The definition of FAPE is an individual plan that is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. A district is obligated to *provide* all services necessary for FAPE. It is not sufficient only to make a FAPE *available* for the nonpublic school student, despite parental preference to the contrary. When faced with a parent’s anticipated or actual refusal to consent for a proposed ISP, reach out to your Special Education coordinator for support.

The district has the ability to determine the location of special education and related services, which may be at the nonpublic school building, a public school, or at a neutral site other than a nonpublic school, consistent with federal law

Does the annual meeting date stay the same for the ISP team?

Yes. All Due Process and timelines apply as they would for an IEP. Students with ISPs should be evaluated at least once every three years, the same as students with IEPs.

When should we start services on an ISP?

When the ISP Prior Written Notice is signed by the parent, services go into effect, just as with an IEP.

How do I collect data on ISP goals and objectives?

Collect progress data in the same manner you would for IEP goals.