



QUICK GUIDE: ENROLLMENT



ENROLLMENT

Students with disabilities often have complex needs which result in hospital stays, residential treatment, or other extended absences from school. It is important that LEAs and teams understand their responsibilities related to enrollment and the provision of FAPE.

E1

Reason:

The student is enrolled in the district or charter and will be absent for a long period of time for a vacation, family emergency, or other non-illness related issue.

OR

The student is enrolled in the district or charter and hasn't attended for an extended period for other reasons.

IEP Team Considerations:

If parent disenrolls the student:

- Refer to your LEA's policy regarding disenrollment for all students.
- Determine whether *Written Notice* is needed.

If parent does not disenroll the student:

Your team should make every effort to communicate with the adult student or parent to find out why the student is not attending school or participating in online or remote instruction and document the efforts made.

- Your LEA's policy regarding disenrollment may not necessarily apply in this situation.
 - Before taking punitive action regarding attendance, including disenrollment, a Manifestation Determination should be conducted to determine whether the student's absenteeism is related to his/her disability or related to the district's failure to implement the IEP.
- The district may maintain responsibility for the provision of FAPE to the student unless one of the following is true:
 - Parent has disenrolled the student.
 - Parent has indicated that the student will be homeschooled. (Refer to your LEA's policies.) [Dual Enrollment Q&A](#)
 - Parent has enrolled the student in a private school.
 - Records have been requested by another district where the student has enrolled.
- Determine whether *Written Notice* is needed.

E2

Reason:

Student has an IEP and has been absent for 10 or more consecutive days. LEA has a practice of "dropping" students after a certain period of absence.

IEP Team Considerations:

There is no specified number of absences that warrants automatic disenrollment of students. In fact, this may result in a denial of FAPE to the student.

Your team should make every effort to communicate with the adult student or parent to find out why the student is not attending school or participating in online or remote instruction and document the efforts made.

- Your LEA's attendance policy for all students may not necessarily apply in this situation.

- Before taking punitive action regarding attendance, including disenrollment, a Manifestation Determination should be conducted to determine whether the student’s absenteeism is related to his/her disability or related to the district’s failure to implement the IEP.
- The district may maintain responsibility for the provision of FAPE to the student unless one of the following is true:
 - Parent has disenrolled the student.
 - Parent has indicated that the student will be homeschooled. (Refer to your LEA’s policies.)
 - Parent has enrolled the student in a private school.
 - Records have been requested by another district where the student has enrolled.
- Determine whether an IEP meeting should be convened to discuss attendance and determine whether additional services or supports may be necessary to promote school attendance.
- Determine whether a reevaluation is appropriate.
- Keep detailed records of attempts to contact student and/or parent.
- Determine whether Written Notice is needed.

E3

Reason:

The student has been parentally placed in a residential facility.

AND

Parent/guardian lives within district boundaries. Student **is not** enrolled as a student in the district or charter.

IEP Team Considerations:

The Idaho Special Education Manual states that “*the district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district’s geographic boundaries*” (Chapter 9, Section 2C)

- The primary residence of a parent in Idaho is the residence of the child.
- If a parent requests an evaluation, the Evaluation Team, which includes the parent, must begin the Referral to Consider a Special Education Evaluation process. This includes:
 - Complete the Referral to Consider a Special Education Evaluation form.
 - Review existing information and determine whether an evaluation is warranted.
 - Provide Written Notice indicating the team’s decision and proceed accordingly.
- If the student is eligible for special education and related services, the IEP team must make an offer of FAPE.
 - An IEP must be implemented upon student enrollment in the district.

E4

Reason:

The student has been parentally placed in a residential facility.

AND

Parent/guardian lives within district boundaries. Student **is** enrolled as a student in the district or charter.

IEP Team Considerations:

The LEA may remain responsible for the provision of FAPE, depending on the circumstances.



QUICK GUIDE: ENROLLMENT



- Determine whether an IEP team meeting should be convened to discuss the student’s parental placement.
- Consider developing an IDLP (home/hospital)
 - The IEP team, which includes the parent, should consider:
 - Working with the facility to determine how services may be provided during the student’s stay
 - Whether a reevaluation is appropriate
- Determine whether *Written Notice* is needed.

E5

Reason:

The student has been parentally placed in a hospital or day treatment program for several weeks which provides limited academic instruction.

AND

Parent/guardian lives within district boundaries. Student is enrolled as a student in the district or charter.

IEP Team Considerations:

The LEA may remain responsible for the provision of FAPE, depending on the circumstances.

- Determine whether an IEP team meeting should be convened to discuss the student’s parental placement.
- Consider developing an IDLP (home/hospital)
 - The IEP team, which includes the parent, should consider:
 - Working with the facility to determine how services may be provided during the student’s stay
 - Whether a reevaluation is appropriate
- Determine whether *Written Notice* is needed.

E6

Reason:

The student is placed by Idaho’s juvenile justice system in a secure residential facility.

IEP Team Considerations:

The LEA is not responsible for the provision of FAPE unless it has contracted to provide services. The Idaho Department of Juvenile Corrections is responsible for the educational programs of state juvenile corrections centers. Idaho Code 20-504A(3)-(4).

- When appropriate, work with the juvenile corrections staff to determine how services may be provided during the student’s stay.
- Provide *Written Notice*.

E7

Reason:

The student is placed in a juvenile detention center located **outside** of the district’s boundaries.

AND

Parent/guardian lives within district boundaries. Student is enrolled as a student in the district or charter.

IEP Team Considerations:

The LEA is not responsible for the provision of FAPE. The LEA in which the juvenile detention center (JDC) is located is required to provide educational services to all students within the JDC.



QUICK GUIDE: ENROLLMENT



- When appropriate, work with JDC staff to determine how services may be provided during the student’s stay.
- Determine whether Written Notice is needed.

E8

Reason:

The student is placed in a juvenile detention center located **within** the district’s boundaries.

AND

Parent/guardian lives within district boundaries. Student **is** enrolled as a student in the district or charter.

IEP Team Decisions:

The LEA is responsible for the provision of FAPE. The LEA in which the juvenile detention center (JDC) is located is required to provide educational services to all students within the JDC.

- Work with the LEA staff to determine how services may be provided during the student’s stay.
- Determine whether Written Notice is needed.

EXAMPLE SCENARIOS

Scenario 1. Student is on an IEP. The family intends to leave the country and will be gone for a period exceeding two weeks, sometimes as long as a month or two months at a time. The family gives a return date and expresses their intention to return the child to school once their trip is over. [What would be proposed as the next step for this student?](#)

Refer to Item E1

What we know.

The district/charter has already been in communication with the parent(s) regarding the anticipated absence. The parent lives within district boundaries and has not indicated intent to disenroll the student.

What next?

The district/charter likely remains responsible for the provision of FAPE for this student.

- Automatic disenrollment would not be appropriate.
- The IEP team may consider whether online, distance, or virtual options may be available or appropriate for this student during the extended absence to minimize the detrimental impact of the absence.
- The IEP should anticipate the student’s return and be prepared to resume the provision of FAPE, considering the student’s current circumstances.
- Keep detailed records of attempts to contact student and/or parent.
- Determine whether Written Notice is needed.

Scenario 2. A parent living within district boundaries informs the school that they have a student who is currently parentally placed in a residential facility outside of the district. The parent indicates that the student will be returning home and will subsequently be enrolled in the district. The student is not on an IEP, and the parent requests that an evaluation be conducted and an IEP be put in place in preparation for the student’s enrollment. [What would be proposed as the next step for this student?](#)

Refer to Item E3

What we know.

Because the parent lives within the district boundaries, the district is responsible for Child Find activities for this student.



QUICK GUIDE: ENROLLMENT



What next?

The district should assemble the Evaluation Team, which always includes parents, and begin the special education process. This starts with providing the parent(s) with their Procedural Safeguards and completing the Referral to Consider a Special Education Evaluation process and form.

The team will provide Written Notice of the decision made and, if an evaluation is warranted, proceed with obtaining Consent for Assessment and conducting an evaluation. Depending on the location of the student, this may include working closely with the facility staff, contracting local professionals to support in the assessment process, administering virtual assessments and so on.

If the student is determined to be eligible for special education and related services, the district must develop a proposed IEP and make an offer of FAPE to the parent.

The district's obligation to implement an IEP begins upon the student's enrollment in the district.

Related Resources

- [2021-2022 Attendance and Enrollment Manual](#)
- [Transition to Kindergarten Quick Guide](#)
- [Dual Enrollment Q&A](#)