

Tips from the Special Education Division: Part-Time Enrollment

October 2025 (Updated)

The Special Education Division receives many calls from parents and districts with questions about part-time enrollment. The regulations addressing part-time enrollment are available under [WAC Chapter 392-134](#). Districts are encouraged to familiarize themselves with these regulations. Based on the regulations, parents who have enrolled their student in a private school or who are homeschooling their student are **entitled** to enroll to take any course, receive any ancillary service (e.g. speech, occupational, physical therapies, counseling, etc.), and take or receive any combination of courses and ancillary services that are made available by a public school to full-time students who are residents of the district. When the resident student is enrolled in a private school, the ability to part-time enroll is for any course, ancillary service, or activity not offered in the private school. Districts may also choose to allow part-time enrollment of non-resident students by following the non-resident attendance laws (i.e., Choice Transfer).

Frequently Asked Questions

- 1. If a parent wishes to enroll their child part-time for only one of the special education services recommended for the student, do they have to access all of the special education services or provide a district with a revocation of special education services?**

No. Under the part-time enrollment rules, a parent is entitled to enroll the student to take **any** single course, receive any ancillary service, or take a combination of courses or services. This standard applies to students in private schools, homeschooled, as well as preschool age students.¹ Remember that “parental consent for services” is for the receipt of special education services and is not consent for particular services, so the parent is not actually “rejecting” services by part-time enrolling for a single course or service.²

Districts should describe in the IEP the services the student would receive **if full-time enrolled**, and then address the goals and special education services, including any supplemental supports and accommodations the student will receive during their part-time enrollment in the rest of the IEP. This information should also be documented in a prior written notice (PWN). The parents’ choice to part-time enroll in some, but not all, services for which the student is eligible should not be conflated with the parent revoking services. Part-time enrollment is not a revocation of services. All of the services for which the student is eligible would still be available should the student enroll full-time.

¹ [WAC 392-172A-01135](#); [RCW 28A.150.350](#)

² [WAC 392-172A-03000](#)



2. Is a reevaluation required if a parent wishes to part-time enroll their student for only one of the special education services for which the student is eligible or if that part-time enrolled student now wants to receive all of the services for which they are eligible?

No. The specific decision to part-time enroll a student does not require a reevaluation. Because the student would have access to all their services should the student enroll full-time, part-time enrollment is not a situation where the student's IEP team has changed their placement and thus a reevaluation is not required. If the parent enrolls for more courses, wants more services, or eventually enrolls the student full-time in school, the services should be in accordance with the recommendations of the most current evaluation and the IEP team. Teams should consider, upon re-enrollment full-time, whether the student has any new or changed needs that would warrant a reevaluation.³

3. Does the district need to change its schedule of services to accommodate a part-time enrolled student's requests or can a part-time student enroll in a course, but say for example, "I only want it 3 days a week" (when the course is a five day a week course)?

No, the district does not need to alter its schedule of services to accommodate a student's request for a course or ancillary services. For example, if speech services at a particular school or location are available 9:00am – 2:00pm on Tuesday, the speech language pathologist is not required to provide speech services to a part-time enrolled student at 3:30 pm on Tuesday.

Regarding requests to only attend portions of a course in which a student is enrolled, this arrangement is not what part-time enrollment contemplates. As with any course, missing a course on a day it is offered is an absence. The student would also need to have the pre-requisites to take a particular course, and enrollment in a particular course would need to be consistent with the student's LRE.

4. Does the district need to provide the services for a part-time enrolled student at the parent's preferred location?

No, the district does not necessarily need to provide services at a parent's preferred location for the convenience of the family. For example, if the student is part-time enrolled to receive specially designed instruction in math and the math class is located at the student's neighborhood school, the district is not required to provide services at a different school location.

The district should consider, however, whether some services being accessed through part-time enrollment could be provided using an itinerant service model in order to meet the student's needs, such as related services like speech therapy.

³ See [Technical Assistance Paper \(TAP\) 5 Evaluation Procedures](#) and OSPI Special Education tip on ["Adding or Discontinuing Services"](#).

5. How should the district document the services the part-time enrolled student is receiving in the IEP?

The IEP team should document the offer of FAPE to a student, including the services the student will receive during their part-time enrollment along with services the student would receive if full-time enrolled. It would be up to the district/IEP team to determine how best to document services for part-time enrolled students who are not receiving all of the special education services for which they are eligible in the IEP. Two possibilities would be:

- a. Develop an IEP for all services. This approach would include developing goals for all areas of identified need and include all services of need in the services matrix, even if the student is not accessing all the services. The description of services and prior written notice should then describe which services/service areas the family is declining to access due to part-time enrollment.
- b. Develop an IEP just for the services that will be provided due to the part-time enrollment. This approach would mean the IEP includes only goals for the service areas being accessed and the service matrix would include only the services being accessed. The PWN would then document that due to parent choice, services for X and Y will not be provided, and that the district stands ready to provide those services should the student's enrollment status change.

In either case, the IEP team should note in the description of services or parent concerns section that the family is electing to only access certain services due to the part-time enrollment. The PWN should also describe the full offer of FAPE, what services are being accessed, and what services are being declined and why. The PWN should make clear that the district is ready to provide the full services if the family changes its mind and fully enrolls the student in the district.

6. What is the difference between part-time enrollment and services to private school students using proportional share?

When a student eligible for special education is part-time enrolled, the student is entitled to FAPE and the services to be delivered are described in the student's IEP. Those courses and services are provided on the public school grounds or a site under the control of the public school. Transportation to the public school is not required, unless it is needed as a related service. Districts, furthermore, may not require unilaterally enrolled private school students to part-time enroll to receive special education services. Part-time enrollment is at the discretion of a parent.

By contrast, when a student receives equitable services under IDEA's unilateral enrollment proportional share process, the student is not entitled to FAPE and the services and other supports are described in a services plan. Services may occur at the site of the public or private school, depending upon the decisions made by the district about the location of services that result from the consultation process. The district must provide transportation if the student

needs to be transported to participate in the proportional share services. The cost of transportation may be included in calculating whether the district meets its proportional share costs.