



Miami-Dade County Public Schools IDEA Private Schools Obligations

PLANNING FOR 2026-2027

MEANINGFUL CONSULTATION MEETING



Meeting Norms

Microphones will be muted

- To help keep background noise to a minimum.



Place questions in the Q & A box or Raise your hand

- We will stop to answer questions throughout the presentation
- When we stop, raise your hand if you have a question.
- Questions will be answered in the order of when hands are raised.
- When your question is answered, if you have an additional question, please raise your hand again.

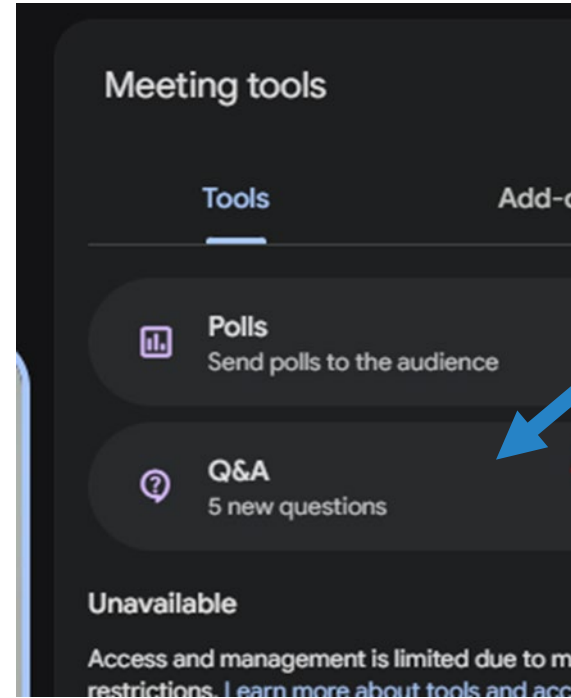


Additional Questions should be placed in the parking lot

- Unanswered questions will be responded to after the meeting



How to Access the Q & A





IDEA Private Schools Obligations Contact Information

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Agenda

- Wrapping Up 2025-2026

Planning for 2026-2027:

- Private School Participation
- Child Find Process
- IDEA Grant Proportionate Share
- Consultation Process
- Provision of Services
- Next Steps
- Questions
- Resources




Purpose of Meeting

The purpose of this meeting is to engage in meaningful consultation with representatives from private schools and to discuss wrapping up the 2025-2026 school year and the required topics for Meaningful Consultation according to 34 CFR § 300.134 for 2026-2027:

- **Child Find:** How parentally placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process.
- **Proportionate Share Calculation:** How the amount of federal funds available was determined and the data used for the calculation.
- **Consultation Process:** How the process will operate throughout the school year to ensure that parentally placed children with disabilities can meaningfully participate.
- **Provision of Services:** * What services will be provided (direct services vs. alternate delivery mechanisms). How, where, and by whom the services will be provided. How services will be apportioned if funds are insufficient to serve all children.
- **Written Explanation:** How the LEA will provide a written explanation to private school officials if the LEA disagrees with their views on the provision of services or the types of services.



Wrapping Up 2025-2026



What's Left Before the End of the SY 2025- 26

2024-2025 Roll Forward funds and Reversion funds must be used by end of this fiscal year

2025-2026 allocated unused funds will roll over to the 2026-2027 school year

Materials/Technology Orders will continue through May 15

Services are still being scheduled till the end of the school year

If you would like to meet with a team member to finalize the school year, please sign up through this link:

Book time with the MDCPS Team : Virtual Availability



Private School Participation



Private School Participation Requirements

To be eligible to participate under the IDEA obligations, schools must:

- Have Non-Profit Private School Status
- Be found in the FDOE Florida Private School Directory in Dade County
<https://www.floridaschoolchoice.org/information/private-school-directory/>
- Have a Four Digit School Location Code
- Participate in Meaningful Consultation
- Complete a Written Affirmation after each Consultation
- Have and Maintain Eligible Students

Moving forward each school must:

- Complete the Intent to Participate by April 10, 2026
- Complete the Needs Assessment by April 10, 2026



Child Find



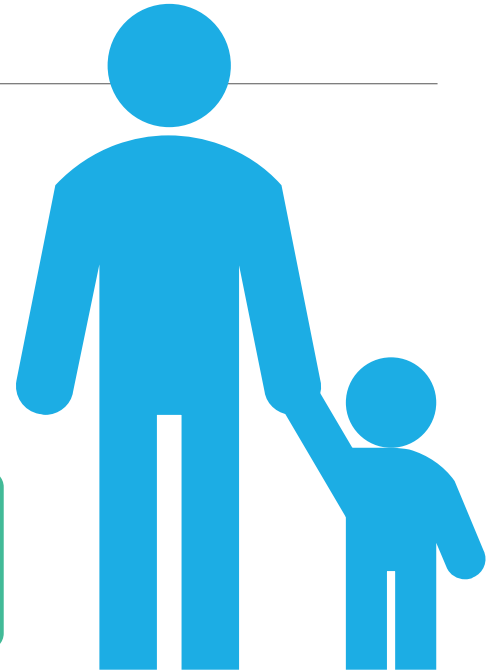
CHILD FIND PROCESS

Individuals with Disabilities Act (IDEA) requires school districts to engage in child find activities for parentally placed private school students in their jurisdiction.

Child find requires identifying, locating and evaluating students to determine eligibility for special education and related services.

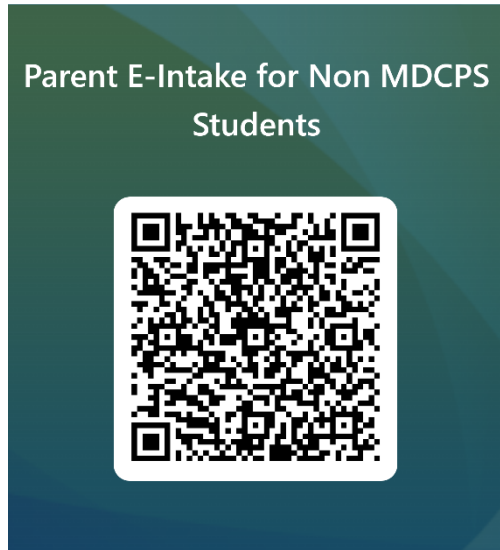
If seeking equitable services, the evaluation is completed by the District where the non-profit private school is located.

This process is handled through the online referral system.



Online Referral - Parent Intake Form for Non-MDCPS Students

- ✓ To begin the intake process, the parent/legal guardian, or adult student seeking an evaluation, re-evaluation or matrix revision/correction is directed to the MDCPS Parentally Placed Private School website: <http://privateschoolsidea.dadeschools.net>
- ✓ On the website, locate the Private School Evaluation and Review Request tab to access the Parent Intake link. [Parent E-Intake Form for Non-MDCPS Students](#)
- ✓ If this form is being completed by someone other than the parent, make sure the parent has been informed of the request.
- ✓ Submit only one (1) intake form per student- duplicates will impede the intake process.






CONSENT FOR MUTUAL EXCHANGE

The Consent for Mutual Exchange form allows for an exchange of records pertaining to the child and/or parent and MDCPS. (Included in Link)

It is imperative that we receive this form in a timely manner to proceed with the request.

Once signed with a manual signature (typed signatures are not accepted), scan and email the form to PrivateSchools@dadeschools.net with subject line *“Consent for Mutual Exchange of Information”*.

[Clear Form](#)



MIAMI-DADE COUNTY PUBLIC SCHOOLS

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

Date _____

Student's Name _____

Date of Birth _____ ID# _____

I hereby authorize the mutual exchange of records pertaining to my child or myself, _____, between the MIAMI-DADE COUNTY PUBLIC SCHOOLS and the following agencies (include all schools, physicians, psychologists, hospitals, clinics, etc., that have had significant contact with your child):

Name	Address
_____	_____
_____	_____
_____	_____
_____	_____

- The specific records to be disclosed pertain to: _____
- The purpose for making these records available is: _____
- The receiving party will not disclose the information to any other party without signed consent.

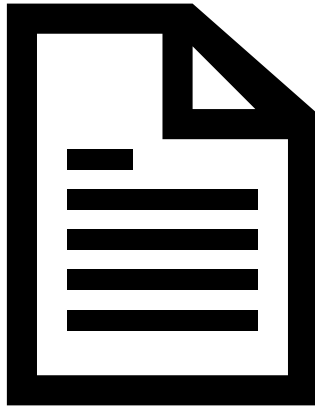
I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release.

Name (print) _____	Signature _____
Address _____	City, State _____ Zip Code _____

Please return this form to: _____



Intake Form: Beyond Initial and Re-evaluations



In addition to Initial and Re-evaluations this intake form is used for the following requests:

- **3 Year RT (AIS Teacher/Provider)** - The student receives services from an AIS teacher or Provider at the Private School.
- **Developmentally Delayed (DD) Exceptionality** - The student is turning 9 years old or in 2nd grade with the DD exceptionality.
- **Transfer of Eligibility** - Select if eligibility was established in another county in Florida.
- **PSSP/Services** - Select if eligibility has been established in Miami-Dade County and the student attends a non-profit private school in meaningful consultation with Miami-Dade County.
- **FES UA IEP Matrix Review** - The parent is seeking an increase in the Matrix of Services.
- **Matrix Eligibility Correction** - The student's matrix of 254 or 255 is not reflected with the Florida Department of Education, Step-up, or AAA.
- **Private School to M-DCPS Transition** - The student will be enrolling in M-DCPS.

NOTE: Private evaluations need to also be reviewed as initials or even RTs



Timelines, Documentation, and Extension Requests

Timeline: The LEA has 30 days from receipt of request to obtain consent or issue a refusal (Initials and Reevaluations)

- The lack of a MDCPS ID Number will often delay the process.

Required Documents to establish a MDPCS ID:

- Parent's Driver's License
- Birth Certificate
- Electricity Bill
- 8013 Enrollment Form

Extension Request

- May be requested if the 30 - day statutory timeline cannot be met due to documents not being provided in a timely manner



Questions/Parking Lot

Parking Lot Questions 3/18/26





IDEA GRANT

Proportionate Share

IDEA Eligibility

An IDEA eligible student in the Florida K-12 program is a child who meets two primary criteria under the **Individuals with Disabilities Education Act (IDEA)**:

The child must have a disability that falls under one of the specific categories defined by IDEA.

The disability must **adversely affect** the child's educational performance, meaning the child requires **special education and related services** because of the disability.

In Florida, these students are served through **Exceptional Student Education (ESE)** programs.

The IDEA Disability Categories

The federal IDEA law lists **13 disability categories** under which a child ages 3 through 21 can be found eligible. Florida's ESE programs use these categories, which include:

Autism Spectrum Disorder (ASD)

Deaf or Hard of Hearing (DHH)

Developmental Delay (DD, for ages 3-9)

Dual Sensory Impairment (DSI)

Emotional/Behavioral Disability (E/BD)

Intellectual Disability (InD)

Language Impaired (LI)

Orthopedic Impairment (OI)

Other Health Impairment (OHI)

Specific Learning Disability (SLD)

Speech or Language Impairment (SI or LI)

Traumatic Brain Injury (TBI)

Visual Impairment (VI)

If a student is found eligible under one of these categories, the student may be considered for services through a Private School Service Plan (PSSP) under the district's proportionate share program.

IDEA Student Count

Students ages 3-21 must be enrolled in an FLDOE Private School listed as an elementary or secondary school.

IDEA Part B regulation, Title 34, section (§) 300.130, Code of Federal Regulations (C.F.R.), defines parentally-placed private school students with disabilities as students with disabilities under 34 C.F.R. § 300.8, enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school in 34 C.F.R. §300.13 or secondary school in 34 C.F.R. § 300.36.



Proportionate Share Calculation

The proportionate share calculation must be based on the total number of children with disabilities who are enrolled in private elementary and secondary schools, including religious schools, located in the LEA, whether or not the children or their parents reside in the LEA.

All children who have been evaluated and found eligible for special education and related services—**not solely those children who receive services through a services plan**—must be included in the count to calculate the proportionate share.

The number of parentally-placed private school children with disabilities is used to determine the amount that the LEA must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

(A)
Total # of eligible
parentally-placed
private school
students ages 3-21
with disabilities

+

(B)
Total # of eligible
public school students
ages 3-21 with
disabilities

=

(C)
Total # of eligible
students ages 3-21
attending schools
(public and private) in
the school district

$$\left(\frac{A}{C} \right)$$

\$
Total IDEA K-12
Federal Funds

×

100

=

%
Proportion of eligible private
school students to total eligible
student population

×

The % proportion of
eligible private
school population

=

\$
**Total IDEA Part B,
K-12 Proportionate
Share**

2025-2026 Proportionate Share Amount

Award Year	Ages 3-21 Child Count	IDEA Grant Application Amount (Ages 3-21)	Ages 3-5 Child Count	IDEA Grant Application Amount Ages 3-5
2025-26	1945	\$3,720,282.13	57	\$50,132.32



Proportionate Share Count Process

- This year, 2025-26, MDCPS sent out a student survey to all non-profit private schools. The survey was sent several times reminding schools to please complete.
- Calls and on-site visits were also made to assist schools in completing the survey.
- We received approximately 3,000 student entries.
- The purpose was to obtain accurate IDEA student counts during the IDEA Count Survey Period between **October 1st and December 1st**.
- After the survey was closed, Private Schools verified student names for SY25-26, and school rosters were created.
- Additional time was provided for schools to make corrections to their rosters.
- For SY26-27, these rosters will be sent to each school to verify and confirm ongoing student enrollment. Schools will be able add any new IDEA eligible students enrolled in the private school or delete those who have left.



Proportionate Share Count

We need your help!

To assist in obtaining an accurate count each year, MDCPS will send a roster, make phone calls, send emails, and even conduct a site visit to obtain an accurate student count from non-profit private schools.

Students age 3-21 are counted in the following ways:

- Students with an IDEA eligibility and an IEP from a public school, or
- Students with an IDEA eligibility and/or IEP/ Service plan from out of state/county, or
- Students who meet IDEA eligibility criteria by the School District while enrolled in a non-profit private school

Student Identification: The Key to Accurate Records

To ensure students are correctly identified in our systems and receive eligible services, please provide identification in the following order of priority:

M-DCPS Student ID (Preferred)

Who has it: Any student who has ever been evaluated by Miami-Dade County Public Schools or has previously attended an M-DCPS school. **Why it matters:** This is the primary internal identifier for all district services and records.

FLEID (State ID)

Who has it: All students who receive the **FES-UA Scholarship** (Family Empowerment Scholarship for Students with Unique Abilities). **Why it matters:** This is the unique state-level ID that allows us to track student records across Florida.

Full Legal Name & Date of Birth

When to use: Only if a Student ID or FLEID is **not** available.

Requirements: Please ensure the spelling matches official documents (Birth Certificate) and the Date of Birth is accurate to prevent duplicate or incorrect records.

IDEA Student Count: Triennial Reevaluation

The three-year reevaluation requirement applies to all eligible parentally-placed private school students, including those eligible students not currently receiving services from the LEA. (34 C.F.R. § 300.303(b))

If a parent does not provide consent for a reevaluation or fails to respond to a request to provide consent, the LEA is not required to consider the student as eligible for services as a parentally-placed private school student with a disability. Reasonable efforts to obtain parental consent require an LEA to thoroughly document their attempts to obtain that consent. (34 C.F.R. § 300.300(c)(1) and (2))
An accurate annual count of eligible students with disabilities enrolled in public and private schools within the LEA is important in calculating an accurate proportionate share of funds.

Post Child Count Fluctuations

Students who are determined eligible for special education services during the current school year may receive support through a Private School Service Plan (PSSP). It is important to note that while the number of participating students may increase throughout the year, the total proportionate share funding allocation remains fixed. These funds are available to all eligible students registered at the school until the proportionate share allocated is depleted. In the event a school's specific service funds are depleted and a student requires additional support, the district will review current pending allocations to determine if any remaining funds can be redirected to support that student's needs.



The Consultation Process

WHAT MAKES CONSULTATION "MEANINGFUL"?



Meaningful Consultation

Meaningful consultation occurs when the public school district (LEA) and private school officials engage in a **genuine exchange of ideas** before any decisions are made.

Timing is Everything: It must happen *before* the district makes any decisions that affect the opportunities of private school students. If the district has already bought the software or hired the tutors, the consultation wasn't meaningful.

The Power of "Why": It's not just about saying "No" to a request; it's about a dialogue. If a district disagrees with a private school's proposal, they must provide a written explanation of why that specific service isn't feasible.

Focus on Needs: It starts with an assessment of what the students actually need (needs assessment).

Documentation: Both parties should sign an "Affirmation of Consultation," proving that the "timely and meaningful" conversation took place.



When a Private School Does not agree with the LEA's decision:

If a private school disagrees with a decision made by the Local Educational Agency (LEA), they should initiate a formal review by emailing **Yvonne Leon** and **AnSeing Partridge**. This communication should clearly outline the school's perspective and the specific points of disagreement. In response, the LEA is required to provide a formal written explanation addressing the disagreement, ensuring that the resolution process remains transparent and well-documented.

Private School Partnership Sessions (Monthly Meaningful Consultation)

Meeting Date/Time	Topic	Summary
April 15, 2026, 10:00 am or 2:00 pm (select one)	Needs Assessment Analysis, Vendor presentations	Data-driven review of needs assessments submitted by non-profit schools to determine the scope and type of services for the upcoming year.
May 18, 2026, 10:00am or 2:00 pm (select one)	Finalization of 2026-2027 Process and Procedures	Collaborative finalization of service delivery models, professional development plans, and administrative processes for the new school year, etc.
June		
July		

Meeting Date/Time	Topic	Summary
September	2026-2027 Program Launch	Operational orientation for the 2026-2027 school year, ensuring all stakeholders are aligned on service implementation and reporting requirements.
October	TBD	
November	TBD	
December	TBD	
January	TBD	
February	TBD	
March	TBD	



Provision of Services

DIRECT & INDIRECT SERVICES



Types of Services - Direct (DS) & Indirect (IS)

- Specialized Instructional Support (DS) M-DCSP Teachers/Vendors
 - Consultation, Support Facilitation or Direct Support
- PreK Intervention* (DS)
- Counseling* (DS)
- Parent/Family Support (DS)
- Professional Development for Teachers * (DS)
- Speech/Language Therapy (DS)
- Paraprofessional Support (DS)
- Materials (IS)
- Technology (IS)
- Assistive Technology (IS)
- Software (IS)

Note: * = Contracted Service from vendors

Next Steps Reminders



Sign up for an Individual Consultation Meeting



Complete the Intent to Participate Survey due 4/10/26



Complete the Needs Assessment due 4/10/26



After the Needs Assessment Mtg. on 4/15/26 the Private Schools will determine which vendor and services to be provided for IDEA eligible students with a PSSP.



FDOE Resources



State Board of Education

Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Esther Byrd
Grazie Pozo Christie
Kelly Garcia
MaryLynn Magar

Manny Diaz, Jr.
Commissioner of Education

<https://info.fldoe.org/docshare/dsweb/Get/Document-10302/dps-2024-125.pdf>

DPS: 2024-125 Date: July 19, 2024

Technical Assistance Paper
Parentally-Placed Private School Students with Disabilities



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

OSEP QA 22-01

QUESTIONS AND ANSWERS ON SERVING CHILDREN WITH DISABILITIES PLACED BY THEIR PARENTS IN PRIVATE SCHOOLS

Revised February 2022

Part B of the Individuals with Disabilities Education Act (IDEA Part B) at Section 612(a)(10)(A) and its implementing regulations at 34 C.F.R. §§ 300.130 through 300.144 contain specific requirements regarding State and local responsibilities for equitable services for parentally-placed private school children with disabilities.¹ The U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services (OSERS) issues this Questions and Answers (Q&A) document to provide State educational agencies (SEAs), local

[OSEP \(Office of Special Education Programs\) QA 22-01: Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools](#)



Allowable Costs for Proportionate Share

Under Title 34, section (§) 300.133, Code of Federal Regulations (C.F.R.), proportionate share funds are only to be used for the special education and related services to parentally placed private school students with disabilities (SWDs) in not-for-profit private schools. This limits the nature of the use of these funds to a narrow band of allowable activities. Generally, expenditures for proportionate share should be documented on the student's service plan and are not to benefit the private school. Although not exhaustive, below is a list of allowable costs for proportionate share. Though many of these costs may be described as allowable, the local educational agency (LEA) is not obligated to provide all of the costs listed. What the LEA provides to the not-for-profit private schools should be developed with the private schools during the annual consultation process.

LEGEND



Always Allowed



Never Allowed



Possibly allowed, but special requirements or additional information required

LEGEND SYMBOL	BUDGET ITEM	SPECIAL REQUIREMENTS OR ADDITIONAL INFORMATION
	AIDES Salaries and fringe benefits for LEA employees or costs for contracted aides.	Aides must work under the supervision of an appropriately licensed special education teacher and perform duties consistent with the role of an aide, while not assuming the role of a teacher.
	ALTERNATIVE SCHOOLS or EDUCATION PROGRAMS Alternative education programs and alternative teaching techniques.	Costs associated with placement at alternative schools or programs designed for alternative education are neither specially designed education nor a related service related to the education of SWDs as it pertains to parentally placed SWDs at a private school.
	APPLICATIONS (APPs) For devices such as iPads, iPads and laptops that are assistive technology.	Apps are allowed as long as they are service plan related.
	ASSISTIVE TECHNOLOGY DEVICES Used to increase, maintain or improve the functional capabilities of an SWD.	
	ATTORNEY'S FEES - PARTY TO AN ACTION Attorney fees for the Individuals with Disabilities Education Act (IDEA) state complaints, due process hearings, representation at individual educational plan (IEP) team meetings, facilitated IEP team meetings, mediation sessions or any student-specific consultation.	Funds may not be used to pay an attorney's fees for a party or related costs for depositions, expert witnesses, settlements or other related costs.

Allowable Cost for Proportionate Share

<https://www.fldoe.org/file/7672/AEIDEA-Grants.pdf>



PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES

Quick Guide for Parents and Local Educational Agencies (LEAs)

This quick guide highlights key points and important resources for parents and LEAs to consider for students with disabilities enrolled by their parents in private schools, including religious, elementary and secondary schools located in the LEA.

Throughout this guide, when the term "parent" or "parents" is used, the term includes the definition aligned to Title 34, section (§) 300.30, Code of Federal Regulations (C.F.R.). That definition includes biological or adoptive parent, foster parent, guardian, an individual acting in the place of a biological parent with whom the child lives or is legally responsible for the child's welfare, or a surrogate parent as defined in 34 C.F.R. § 300.519.

In Florida, a parentally-placed private school student with a disability is a student with a disability whose parents choose to enroll them in a private school, including religious schools. These schools may be non-profit or for-profit, but only students in non-profit private schools can receive certain special education services through the local educational agency. This includes students who use state scholarships such as the Family Empowerment Scholarship for Students with Unique Abilities (FES-UA) or the Florida Tax Credit Scholarship. Private schools can serve children in the elementary grades (Kindergarten through grade 5 or 6) or in secondary grades (middle and high school). Students in for-profit private schools or home education programs are not eligible.



Parentally-Placed Private School Students Presentation Quick Guide for Parents and Local Educational Agencies

Parentally-Placed Private School Students with Disabilities Quick Guide for Non-Profit Private Schools

PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES

Quick Guide for Non-Profit Private Schools

This quick guide outlines key responsibilities and considerations for non-profit private schools regarding students with disabilities who are parentally-placed in private schools including religious, elementary and secondary schools located within the boundaries of the local educational agency.

Throughout this guide, when the term "parent" or "parents" is used, the term includes the definition aligned to Title 34, section (§) 300.30, Code of Federal Regulations (C.F.R.). That definition includes biological or adoptive parent, foster parent, guardian, an individual acting in the place of a biological parent with whom the child lives or is legally responsible for the child's welfare, or a surrogate parent as defined in 34 C.F.R. § 300.519.

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Unanswered questions should be placed in the parking lot

Parking Lot

A vibrant, 3D-style graphic of the words "THANK YOU!" in various colors (blue, purple, pink, orange, yellow, green). The text is surrounded by a festive cloud of multi-colored confetti and dots. A solid blue horizontal bar is located at the bottom of the image.

THANK YOU!