



Welcome



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Parent Intake Process

IDEA Grant Proportionate Share

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Next Steps

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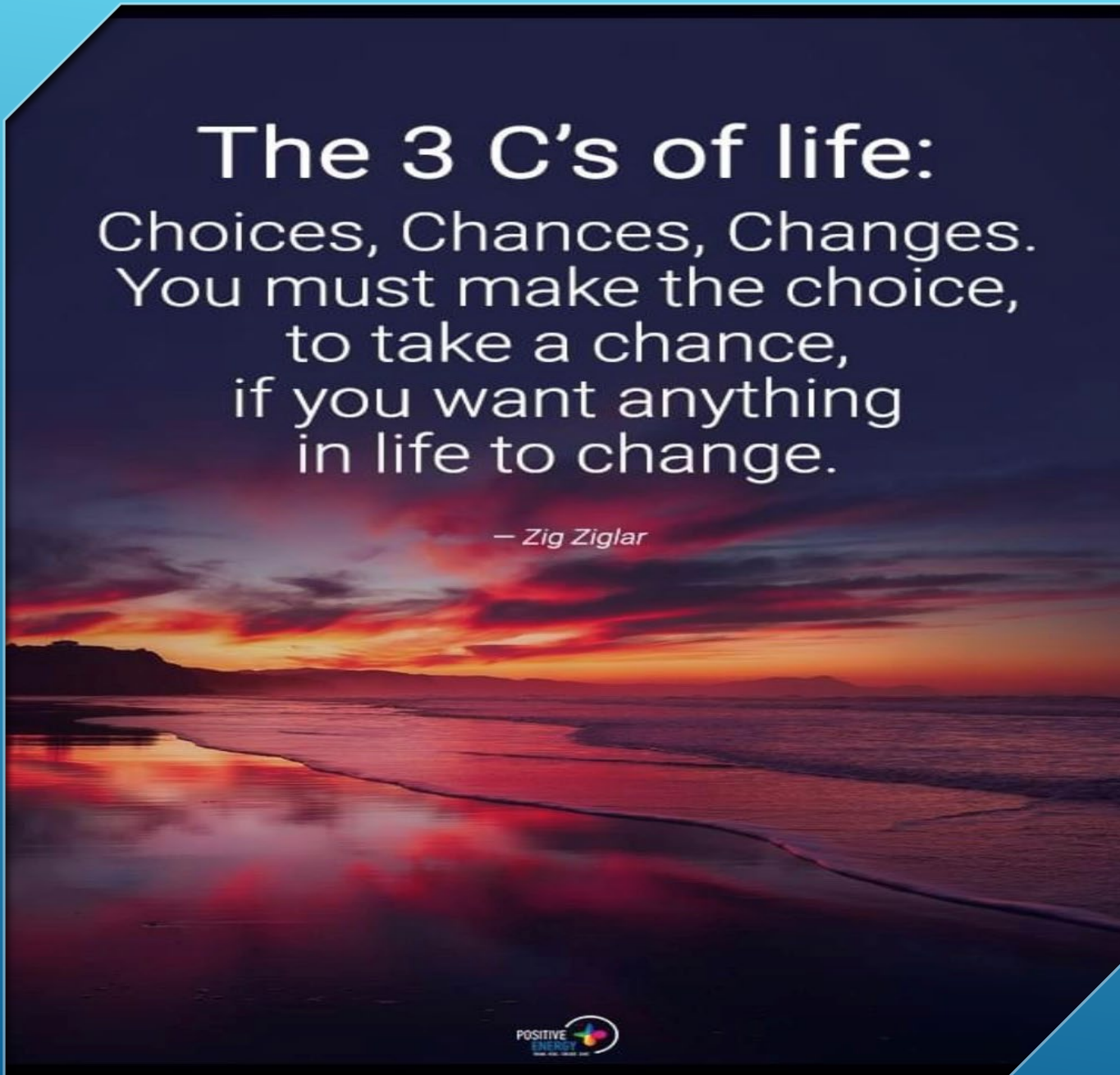
Wrap Up






The 3 C's of life:
Choices, Chances, Changes.
You must make the choice,
to take a chance,
if you want anything
in life to change.

— Zig Ziglar





IDEA PRIVATE SCHOOL OBLIGATIONS



IDEA PRIVATE SCHOOLS OBLIGATIONS

The Individuals with Disabilities Education Act (IDEA) has provisions related to children with disabilities enrolled by their parents in private schools.

Providing opportunities for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds.

Participation in programs that may include:

- ▶ Direct academic services by a MDCPS teacher for reading and math.
- ▶ Itinerant services such as speech and counseling
- ▶ Educational Materials and Technology
- ▶ Consideration of services based on needs

OPPORTUNITIES FOR PARENTALLY PLACED
PRIVATE SCHOOL STUDENTS





PRIVATE SCHOOL PARTICIPATION REQUIREMENTS

- ▶ To be eligible for services under the IDEA obligations schools must:
 - ▶ Non-Profit
 - ▶ FLDOE NON-Profit Private School List
 - ▶ Participate in Meaningful Consultation
 - ▶ Complete a Written Affirmation
 - ▶ Have and Maintain Eligible Students



MEANINGFUL CONSULTATION

Meaningful Consultation is conducted with representatives of **non-profit** private schools and parents on a timely and meaningful manner regarding the services that will be provided to ensure equitable participation.

Throughout the school year the IDEA Private Schools Obligation Team collaborates, consults, and works directly with private schools, parents, and students to keep them updated on student eligibility, and services.



WRITTEN AFFIRMATION

A formal acknowledgment by private schools that they have been consulted adequately and appropriately about the services to be provided to children with disabilities enrolled in their institutions.

The consultation process is essential to ensure that children with disabilities receive equitable services in private schools



Miami-Dade County Public Schools
IDEA Private School Obligations
Written Affirmation of Consultation



In accordance with the Individuals with Disabilities Education Act 2004 (300.135), this form documents the requirement that the school district obtain written affirmation of timely and meaningful consultation with private school representatives regarding parentally placed private school students with disabilities. The representative of the participating private schools must sign this Written Affirmation document.

Part One – The Consultation Process

The consultation process occurred in a meaningful and timely manner and included a discussion of the following:

- **The child find process** – How students will be identified and referred and how parents, teachers and private school officials are notified of the child find process
- **The proportionate share of funds** - The amount of federal funds to be spent on parentally placed private school students with disabilities and how the funds are calculated
- **The consultation process** - How the consultation process will occur throughout the year
- **Services** - What services will be provided to parentally placed private school students with disabilities and how and where the services will be provided to eligible students
- **Disagreements** - The process for addressing any disagreements regarding services that may exist between the school district and private school representatives

Part Two – Disclosures

1. If the school district disagrees with private schools on services, it must provide a written explanation of reasons.
2. Written affirmation must be provided by private school representatives to the school district that states that the consultation was meaningful and timely.
3. Private schools may complain to the state education agency (SEA) if the consultation was not meaningful and timely, or that the school district did not consider their views.

Part Three – Signatures of Written Affirmation *(Please fax completed form to 305-666-1250)*

I affirm that timely and meaningful consultation, as described above, occurred with the School District of Miami-Dade County.

Private School Name: _____

Name and Signature of Private School Representative

Date

PART TWO

Disclosures

1. Disagreements in Written
2. Written Affirmation Form
3. Needs Assessment form



Miami-Dade County Public Schools
IDEA Private School Obligations
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Date

PART THREE

- Private School Name
- Signature and Date



ONGOING COLLABORATION

- ❑ Yearly Consultation Meetings with Private Schools
 - ❑ Regular Consultation with parents and schools throughout the school year
 - ❑ Individual or group meetings
 - ❑ Telephone and face-to-face conferences
 - ❑ Program website, emails, surveys
- 

**CHILD FIND, INITIAL &
REEVALUATION
PROCESS**



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.



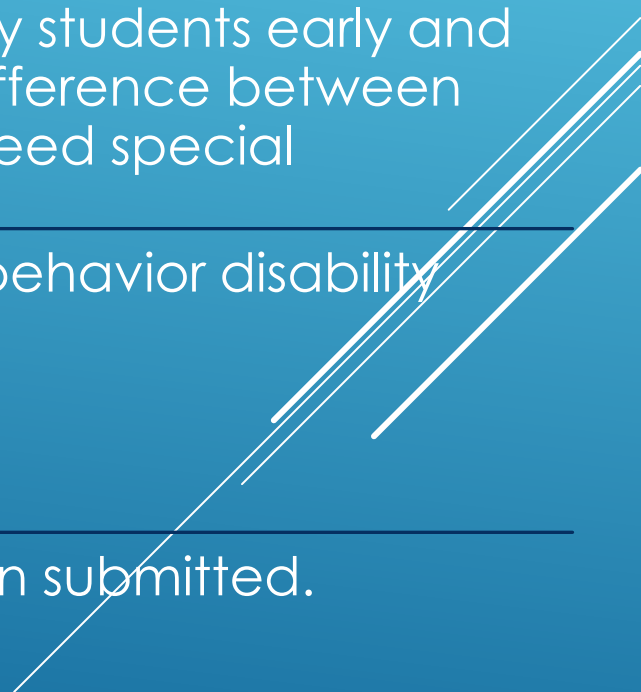
INITIAL EVALUATION PROCESS

The Problem-Solving Process is used during an initial referral as outlined in the FLDOE and M-DCPS Multi-Tiered System of Supports (MTSS) Handbook.

MTSS is the framework used by many schools to analyze data to target instruction and meet the needs of struggling students. The goal of MTSS is for schools to identify students early and provide support quickly. This information can also help schools tell the difference between kids who haven't had good instruction in the past and those who truly need special education.

Students suspected of having a speech, language, developmental, or behavior disability are referred to the MTSS/SST team.

A School Support Team Meeting (SST) is held to review all documentation submitted.





The SST uses a Problem-Solving Approach to

- ❑ Discuss the parent/school's concern
- ❑ Review documentation and data submitted by the private school.
- ❑ Review information regarding the curriculum being used as well as action plans, strategies or evidence-based interventions being used beyond the general curriculum for behavioral or academic concerns.
- ❑ Review ongoing progress monitoring data collected on the student's rate of progress
- ❑ Make recommendations for evaluations to be conducted for student's suspected of having a disability.
- ❑ Sensory Screenings-screening results provided by the parent may be used in lieu of vision and hearing screenings conducted by MDCPS.
- ❑ If the student is being considered as a student with a possible disability, the parent/guardian will be provided the consent form for MDCPS to conduct an evaluation.



3 YEAR REEVALUATIONS

Reevaluation meetings for a student with a disability is conducted every 3 years.

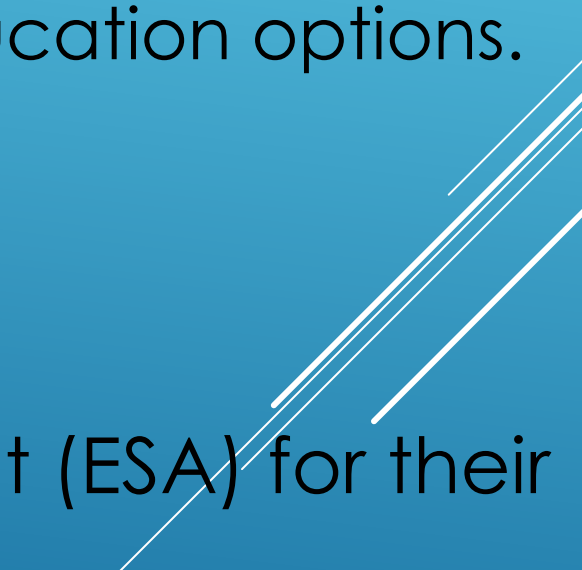
- ❑ The following data will be reviewed:
 - ❑ evaluations, current classroom supports, local/state assessments, teacher observations/feedback and parent input
 - ❑ Any changes in functioning or conditions
- ❑ At the RT Meeting the following is determined:
 - ❑ Whether the student continues to have a disability;
 - ❑ The present levels of academic achievement and related development needs of the student; and
 - ❑ Whether the student continues to need special education and related services
- ❑ Reevaluations are NOT conducted for students with 504 Accommodation Plans or Gifted.
- ❑ After any formal reevaluations are completed, a follow-up meeting will be held to review the results of the evaluation.



**FAMILY EMPOWERMENT
SCHOLARSHIP –
UNIQUE ABILITIES (FES
UA)**



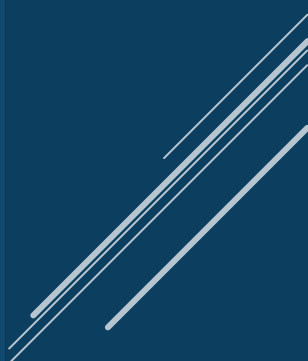
WHAT IS THE FES UA?

- ❑ Established in 2021 by the Florida legislature (Section 1002.394, Florida Statutes),
 - ❑ FES-UA is designed to offer families of students with disabilities as young as 3 years of age, access to additional education options.
 - ❑ Families may choose to:
 - ❑ Enroll their student in another public school
 - ❑ Enroll their student in private school
 - ❑ Receive a personal education savings account (ESA) for their student.
- 



- For the 2023-2024 school year, an eligible student must be
 - 3 or 4 years old, or **eligible** to enroll in kindergarten through 12th grade in a public school in Florida, **and**
 - Have an Individualized Education Plan (IEP) **or**
 - Has a diagnosis of a disability from a licensed physician or psychologist.

FES UA ELIGIBILITY



“DISABILITY” DEFINED BY FES UA


- Student age 3 through grade 12:
 - Autism spectrum disorder; cerebral palsy; Down syndrome; intellectual disability; Prader-Willi syndrome; Phelan-McDermid syndrome; Spina bifida; Williams syndrome; muscular dystrophy; a rare disease; anaphylaxis; hearing impaired; visually impaired; dual sensory impaired; traumatic brain injury; speech, language, orthopedic or other health impairment; emotional-behavioral or specific learning disability; hospital homebound for more than six months; or for a student in kindergarten, being a high-risk child.



Families **apply** and **annually renew** for participation in FES-UA through one of the approved Scholarship Funding Organizations (SFO).

The SFOs are responsible for determining eligibility, awarding, and distributing funding to eligible student accounts, and approving eligible expenditures.

SCHOLARSHIP FUNDING ORGANIZATIONS (SFO)



Students must have a three-year reevaluation meeting for continued participation in programs carried out under Part B of IDEA through proportionate share of funds.

The private school should work with the parent and the district to conduct triennial review to remain compliant with IDEA Obligations.

IDEA PRIVATE SCHOOL OBLIGATIONS

FES UA

Eligibility is determined
by licensed Physicians
or Psychologist



IDEA

Eligibility determined
under IDEA State
Statute

COMPARISON OF FES UA AND IDEA
PRIVATE SCHOOL OBLIGATION

FES UA

Eligibility for funding under “disability” categories as defined by FES UA



IDEA

Participation under IDEA Private School Obligations is based on eligibility under one or more of the 13 categories

COMPARISON OF FES UA AND IDEA PRIVATE SCHOOL OBLIGATION

FES UA

Formal 3 year
reevaluation not
needed for renewal
unless requested by SFO
(annual renewal
through SFO)



IDEA

Reevaluation to
maintain participation
under the private
school IDEA obligation

COMPARISON OF FES UA AND IDEA
PRIVATE SCHOOL OBLIGATION



PARENT INTAKE PROCESS



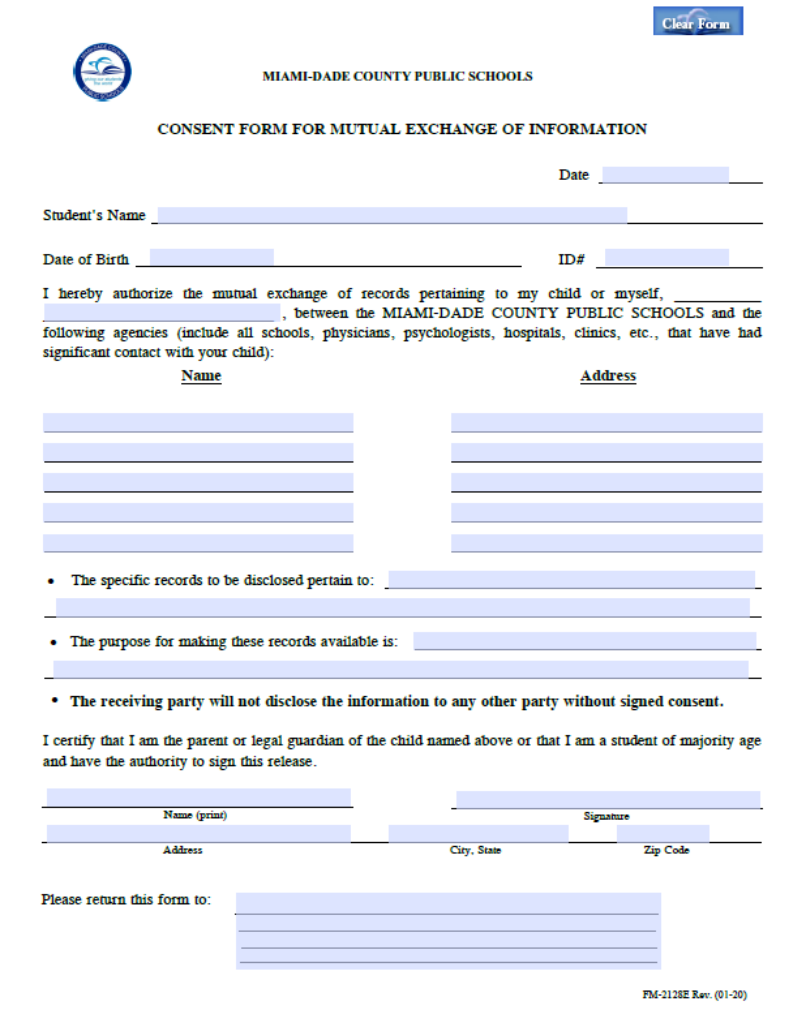
PARENT INTAKE FORM FOR NON-MDCPS STUDENTS

- ❑ To begin the intake process, the parent/legal guardian, or adult student seeking an evaluation, re-evaluation or matrix revision 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. [2023-2024 Parent Intake Form for Non MDCPS Students](#)
 - There are 20 questions on the intake questionnaire requesting demographic information.
 - If this form is being completed by someone other than the parent, make sure parent has been informed of the request.
- ❑ Submit only one (1) intake form per student-duplicates will impede the intake process.
- ❑ Parents will be contacted within a timely manner of receipt of the request.



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 once the signed form has been provided by the parent/legal guardian.
- ❑ The option to complete and return the Consent Form is included in the Intake Link.
- ❑ It is imperative that we receive this form in a timely manner to proceed with the request.



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: _____

FM-2128E Rev. (01-20)

CONSENT FOR MUTUAL EXCHANGE

- Parents are to complete the form ensuring that the name of the school and any other entity that MDCPS would need to share information with is included on the line under the word, 'Name',

[Clear Form](#)

 **MIAMI-DADE COUNTY PUBLIC SCHOOLS**

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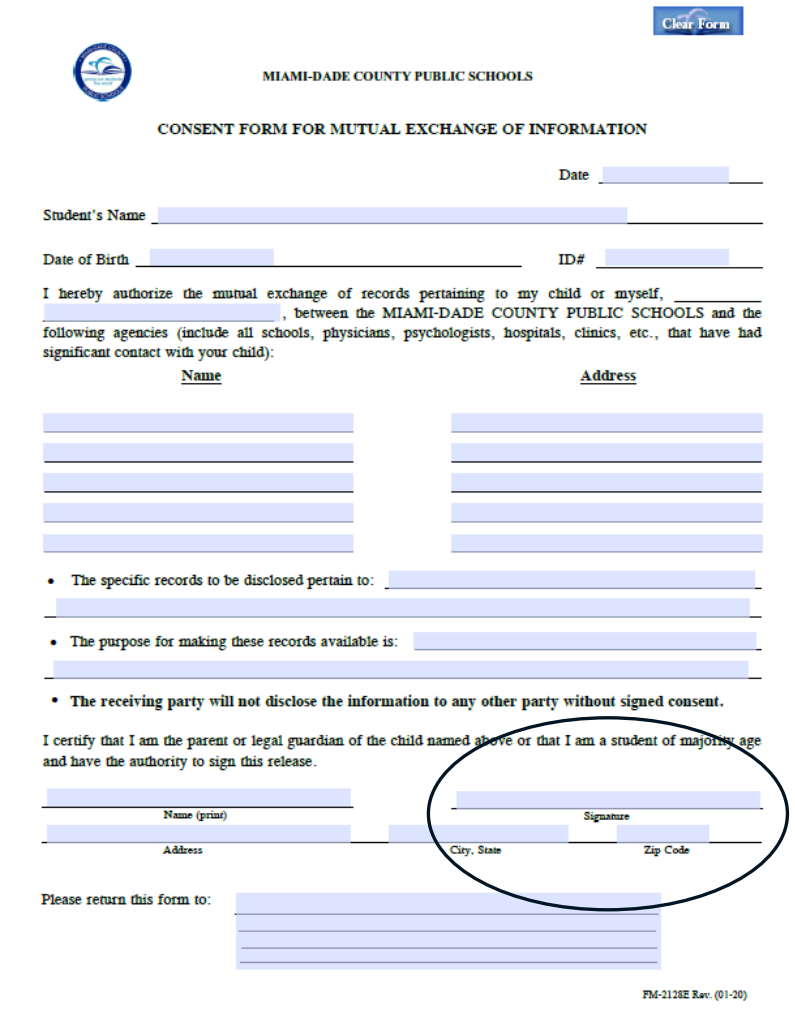
_____	_____
Name (print)	Signature
_____	_____
Address	City, State Zip Code

Please return this form to: _____

FM-2128E Rev. (01-20)

SIGNATURES: CONSENT FOR MUTUAL EXCHANGE

- ❑ Parents must sign with a “wet” signature at the bottom of the form. Typed signatures will not be accepted.



The form is titled "MIAMI-DADE COUNTY PUBLIC SCHOOLS CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION". It includes a "Clear Form" button in the top right corner. The form contains several sections for data entry: a date field, student name, date of birth, and ID number. A paragraph of text explains the purpose of the form, followed by a table with two columns: "Name" and "Address". Below this table are three bullet points regarding record disclosure. A certification statement is followed by fields for Name (print), Address, City, State, and Zip Code. The signature field is circled in red. At the bottom, there are fields for "Please return this form to:" and a footer with the code "FM-2128E Rev. (01-20)".

MIAMI-DADE COUNTY PUBLIC SCHOOLS
CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

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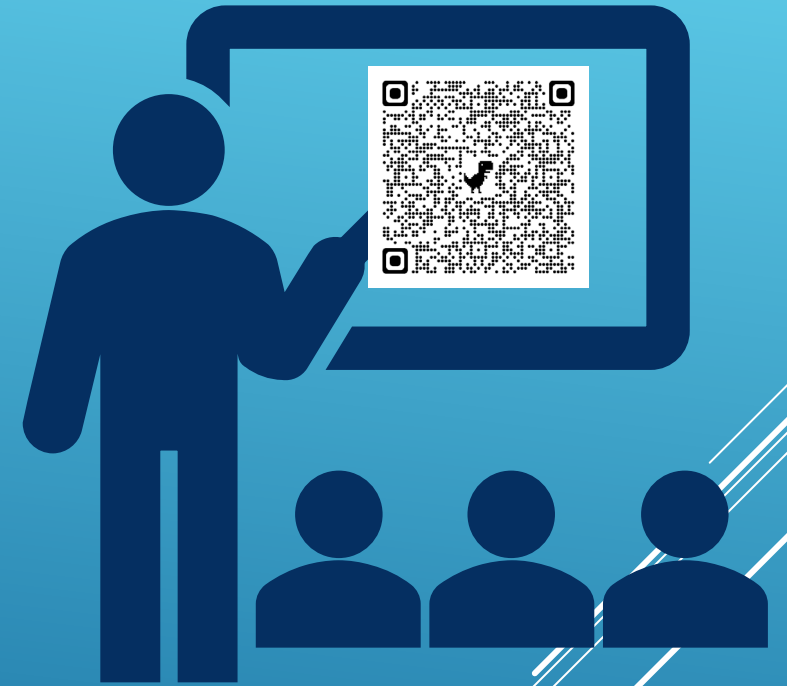
Name (print) _____ Signature _____
Address _____ City, State _____ Zip Code _____

Please return this form to: _____

FM-2128E Rev. (01-20)



- ❑ Once the Parent Intake Form is received and reviewed by the Intake Coordinator, parents may receive an email requesting additional information such as:
 - The [2023-24 MDCPS Request for Additional Information for Non-MDCPS Students](#) link
 - 40 questions asking about the student's academic history, strengths, concerns, medical conditions, therapies, etc.
 - ❑ The Consent for Mutual Exchange form if it has not been received.
 - ❑ Additional documents such as a report card, evaluations, and other pertinent information are highly recommended to be scanned and returned.





PRIVATE SCHOOL REPRESENTATIVE REQUEST FOR ADDITIONAL INFORMATION

- ▶ Once the consent for mutual exchange form has been received, the Intake Coordinator will send an email to the student's school requesting the following required information:
 - **Private School/Private Provider Request for Additional Information** Link
 - Two Teacher Observations
 - RT Teacher Feedback Information Form
 - Report card and attendance records
 - Social Emotional-Behavioral Intervention Plan (SE-BIP), FM 6287 **and/or** Private School's Behavior Support Plan, if applicable
 - Learning/Academic Support Plan



Next Steps...

Once all documents have been gathered on before 30 days, they are sent to the evaluation team to conduct either an SST, RT, Transfer of Eligibility, Matrix Revision

At this time, a placement specialist will be assigned as the contact for further information regarding the status of the case.

At the SST or RT meetings – three options

- SST – Further testing or 2nd SST to gather additional information which prolongs the process
- RT – Further testing or No further testing



MATRIX OF SERVICES REVISION



MATRIX OF SERVICES REVISION

Section 1002.394(7b1), F.S.;

The parent of a student with a disability who does not have an IEP in accordance with subparagraph (3)(b)4.

Or the parent who seeks a reevaluation of an existing IEP **may request an IEP meeting and evaluation from the school district in order to obtain or revise a matrix of services.**

Matrix Update Reviews are only conducted for students who have been approved for the FES-UA.



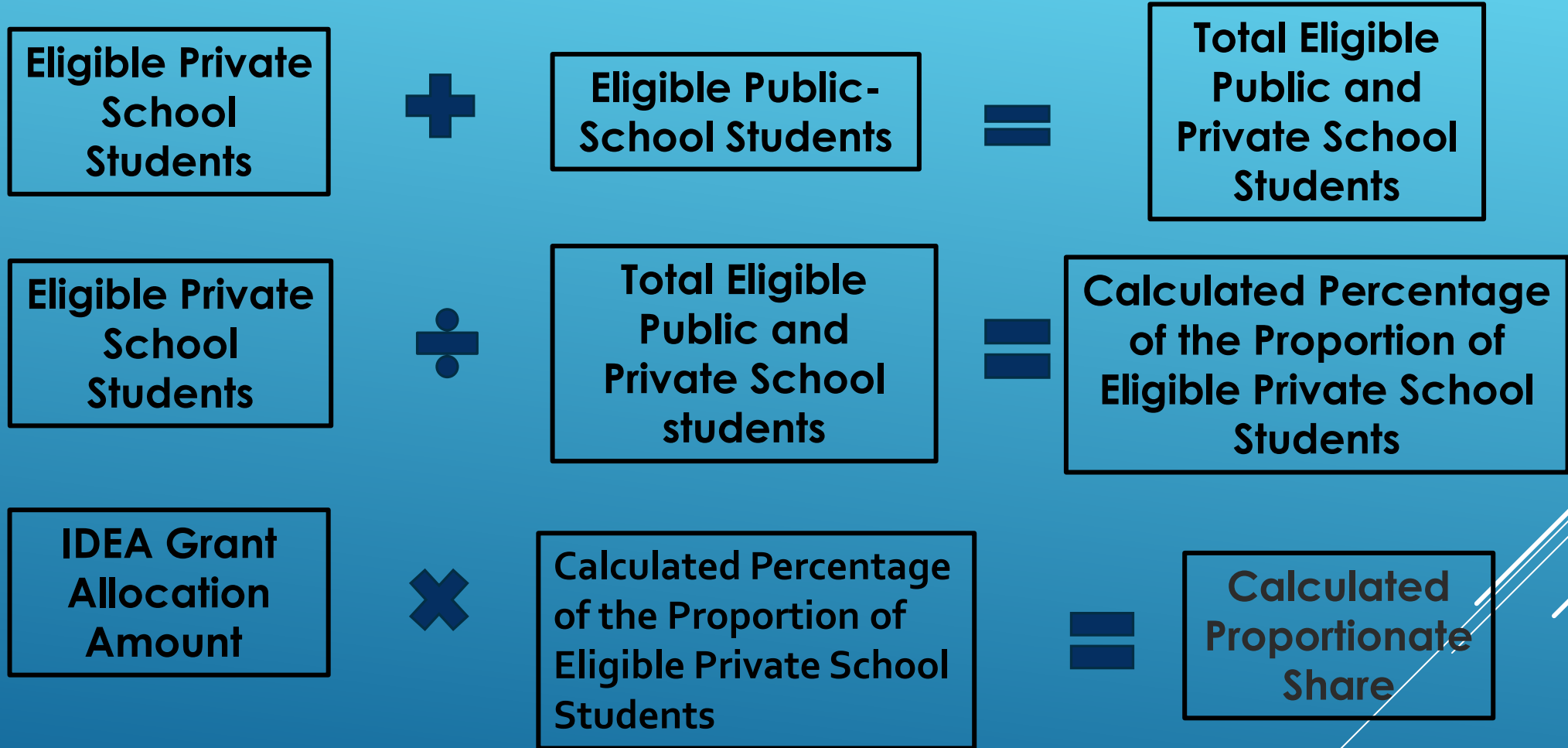
IDEA GRANT PROPORTIONATE SHARE

IDEA GRANT PROPORTIONATE SHARE

The proportionate share is calculated using the proportion of eligible parentally-placed private school students compared to the total population of eligible students in the school district, multiplied by the district's IDEA, Part B funds for the school year. The allocation amount is based on the students with disabilities (SWD) count from the October Survey of the previous school year.

IDEA/ Private Schools Obligation- Federal Funds

IDEA GRANT PROPORTIONATE SHARE



IDEA GRANT PROPORTIONATE SHARE



THE AMOUNT FOR THE 2024-2025 SCHOOL YEAR WILL NOT BE AVAILABLE UNTIL JUNE

SERVICES - DIRECT (DS) & INDIRECT SUPPORT (IS)

- Academic Support (DS) MDCSP Teachers
 - Consultation
 - Support Facilitation
 - Direct Support
- PreK Intervention* (DS)
- Tutoring *(DS)
- Counseling* (DS)
- Speech Therapy *(DS)
- Parent/Family Support (IS)
- Professional Development for Teachers * (IS)
- Materials (IS)
- Technology (IS)
- Assistive Technology (IS)
- Software (IS)
- * **Contracted**



NEEDS ASSESSMENT 2024-2025


- ❑ After Meaningful Consultation, Private Schools will complete a Needs Assessment Survey for the following school year.
- ❑ The Survey will be sent by email with instructions on completing the on-line survey.
- ❑ The survey will assist the IDEA Private School Obligations Office with determining how proportionate share can be expended.
- ❑ The Data collected will be analyzed to determine the best options based on student needs.
- ❑ Schools will be given 3 Options for expenditure of funds.
- ❑ The District will make the final decision on how the services will be provided.

2024-2025 OPTIONS

OPTION 1	OPTION 2	OPTION3
100% of Services	100% of Educational Materials/Technology	50% Services 50% Educational Materials/Technology

NEXT STEPS

You will receive an email in *March* with:

- ❑ 2024-2025 Needs Assessment
 - ❑ Written Affirmation
 - ❑ Referral Process
 - ❑ Other Documentation
- 
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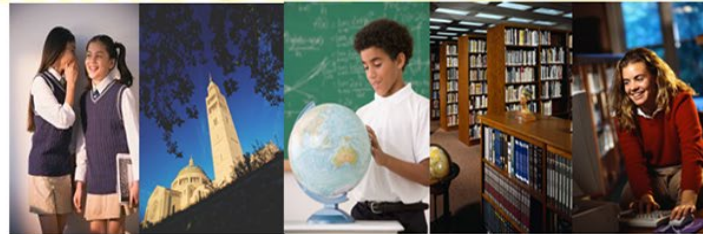
RESOURCES

- Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools:

https://sites.ed.gov/idea/files/QA_on_Private_Schools_02-28-2022.pdf



PARENTALLY PLACED PRIVATE SCHOOL STUDENTS



This website provides information regarding the federal, state and local requirements for the provision of equitable services to eligible students with disabilities in **non-profit private schools** under the Individuals with Disabilities Education Act (IDEA).

Non-Public School Application for Entitlement Programs

On an annual basis, non-profit schools interested in participating in this federally funded program for students with disabilities must file an intent to participate with the M-DCPS Intergovernmental Affairs and Grants Administration Office.

Please review this **[Application for the Non-Public School Entitlement Programs](#)**

and contact this office at 305-274-8889.

Q & A



IDEA PRIVATE SCHOOLS OBLIGATIONS CONTACT INFORMATION

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Office of Exceptional Student Education

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AnSeing Partridge

Instructional Supervisor

Private School Obligations and Evaluations

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Chairperson Psychological Services

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Christina Kinnaird

Private School Intake Coordinator

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THANK YOU

