

MIAMI-DADE COUNTY
PUBLIC SCHOOLS
IDEA PRIVATE SCHOOLS
OBLIGATIONS

**Annual Meaningful
Consultation Meeting**

March 6 & 7, 2025



MICROPHONES WILL BE MUTED TO HELP KEEP NOISE TO A MINIMUM.

PLACE YOUR QUESTIONS IN THE CHAT. QUESTIONS WILL BE ADDRESSED AFTER EACH SECTION. IF YOU HAVE A QUESTION THAT IS NOT RELEVANT TO THE PRESENTATION, YOU MAY ADD IT TO THE CHAT, AND WE WILL FOLLOW UP WITH YOU AT THE END.

KEEP YOUR CAMERA ON TO CREATE A MORE ENGAGING AND PERSONAL EXPERIENCE.

TAKE TURNS WHEN SPEAKING, USE THE HAND-RAISING FUNCTION AND BE RESPECTFUL TO AUDIENCE AND PRESENTERS EVEN IF YOU DO NOT AGREE WITH SUGGESTIONS OR VIEWS.

MEETING TIPS AND NORMS FOR ATTENDEES:



AGENDA OVERVIEW

PURPOSE

To collaborate with private school representatives in the design and development of Exceptional Student Education (ESE) and related services, as outlined in 34 C.F.R. § 300.134. Additionally, to discuss and establish the consultation process that will be implemented throughout the 2025-2026 school year to ensure meaningful participation.

- Consultation: Engage with private school representatives and parents during the design and development of ESE and related services (34 C.F.R. § 300.134).
- Child Find Activities: Locate, identify, and evaluate all students with disabilities enrolled by their parents in private, including religious, elementary, and secondary schools (34 C.F.R. § 300.131).
- Provision of Services: Provide ESE and related services, including direct services to eligible students (34 C.F.R. § 300.132).

OBLIGATIONS TO PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES

- Funding: Allocate a proportionate amount of IDEA Part B funds for ESE and related services (34 C.F.R. § 300.133)
- Services Plan: Develop and implement a services plan for each student designated to receive ESE and related services (34 C.F.R. § 300.132).

OBLIGATIONS TO PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES



- ▶ Ongoing discussions between LEA, private school representatives, and parents of parentally-placed private school students with disabilities.
- ▶ Focus on equitable participation of eligible private school students with disabilities in federally funded ESE and related services.
- ▶ Design and develop ESE and related services for parentally-placed private school students with disabilities.
- ▶ Ensures all parties can share their views, which are considered before final decisions on ESE and related services delivery.

TIMELY AND MEANINGFUL CONSULTATION



MEANINGFUL CONSULTATION

Consultation Topics and Monthly Meetings:

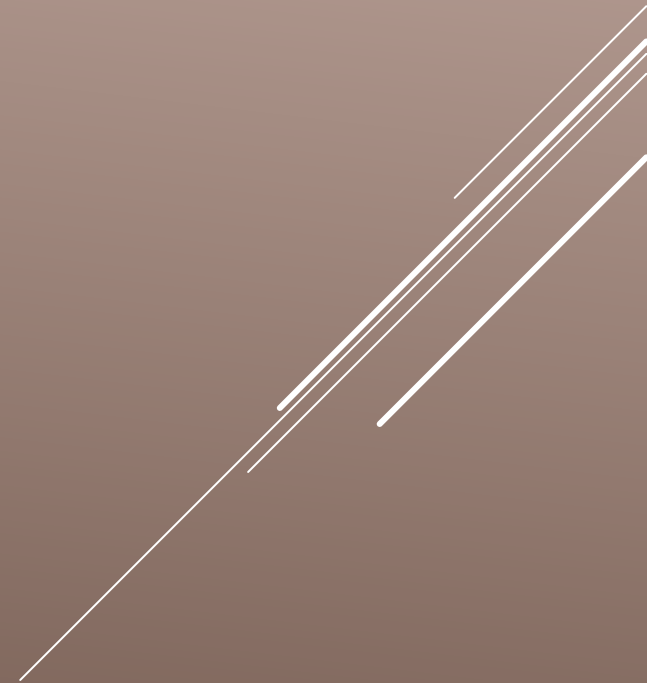
- Consultation Process - March 2025
- Child Find Process - March 2025
- Intake Process- March 2025
- Reevaluations – March 2025
- Matrix Review – March 2025
- Service Plans - March 2025
- Child Count - April 2025
- Needs Assessment Data Review - May 2025
- Parent Meeting Child find and Services - May 2025
- Service Decision Timelines - May 2025
- Plan for Delivery and Location of Services – June 2025
- Opening of Schools - August 2025
- Other: September - December 2025
- * Monthly dates are to be determined.

- Written Affirmation: LEA must obtain written affirmation signed by each participating private school representative after the consultation process.
- Forwarding Documentation: If private school representatives do not provide the required written affirmation within a reasonable time, the LEA must forward its documentation of the consultation process to the FDOE (34 C.F.R. § 300.135).

DOCUMENTATION OF THE CONSULTATION PROCESS

- Informal Resolution: Private school representatives can pursue informal means, including mediation, if they disagree with the consultation process or service decisions.
- Formal Dispute Resolution: Representatives can file a state complaint with the FDOE, which will investigate, request documentation from the LEA, and render a decision.

DISAGREEMENT WITH CONSULTATION PROCESS OR SERVICE DECISIONS



- Equitable Participation: LEAs must provide IDEA-eligible parentally-placed private school students with equitable participation in the range of IDEA services available to their population.
- Service Range: LEAs are not required to serve all students with a full range of services. They may choose to provide indirect rather than direct services (34 C.F.R. § 300.138(a)(2)).
- Needs-Based Services: Services must be based on the needs of students with disabilities and supported by data.
- Consultation: Specific services are determined during consultation with the LEA, private school representatives, and parents.
- Final Decision: The LEA makes the final decision on services, incorporating feedback from private school representatives and parents.
- Written Rationale: If the LEA does not accept the recommendations of private school officials, it must provide a written rationale (34 C.F.R. §§ 300.132, 300.137, 300.138).

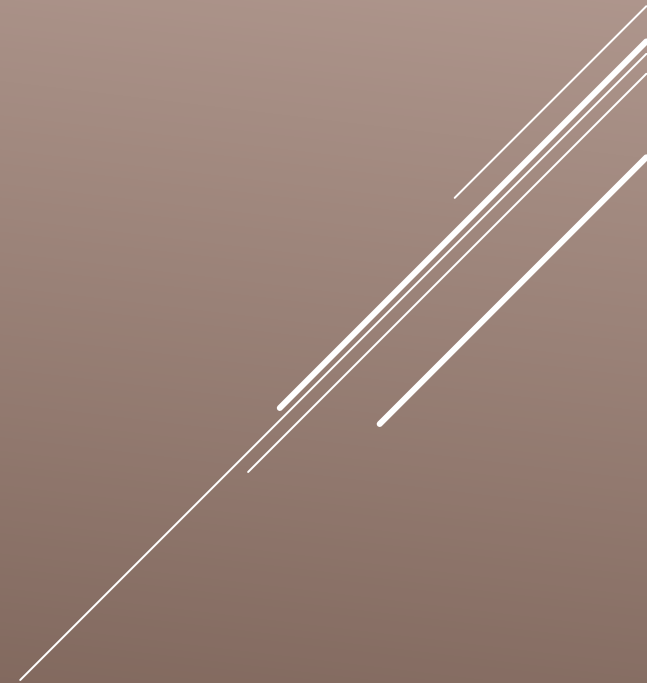
TYPES OF EQUITABLE ESE AND RELATED SERVICES

- Direct or Third-Party Providers: LEAs can provide services directly or through third-party providers (34 C.F.R. § 300.138(c)).
- Private School Staff: Can deliver services outside their contractual obligations if hired and supervised by the LEA or third-party provider.
- Public School Personnel: LEAs can use IDEA Part B funds to make public school personnel available to provide services in private facilities if necessary and if the private school does not normally provide those services (34 C.F.R. § 300.142(a)).

PROVIDERS OF EQUITABLE ESE AND RELATED SERVICES

- Professional Learning: IDEA permits professional learning for private school teachers to facilitate ESE and related services for parentally-placed private school students with disabilities (34 C.F.R. § 300.134(d)).
- Equipment and Supplies: LEAs can place equipment and supplies in private schools, but they remain LEA property and must be used only for IDEA Part B purposes. They must be removed when no longer needed or to prevent unauthorized use (34 C.F.R. § 300.144(b)-(d)).
- Assistive Technology Devices: These can be provided if the services plan team determines they are needed and included in the LEA's ESE and related services obligation. All services and materials must be secular, neutral, and nonideological (34 C.F.R. § 300.138(a)(2), (c)(2)).

IDEA PROVISIONS FOR PRIVATE SCHOOL TEACHERS AND EQUIPMENT



- Services Plan Requirements: Each student designated to receive services must have a plan describing the specific ESE and related services provided by the LEA, based on the consultation process (34 C.F.R. § 300.138(b)(2)).
- Meeting Participation: A private school representative must attend each meeting for developing the services plan. If they cannot attend, alternative methods like video or conference calls should be used (34 C.F.R. § 300.137).
- Updating the Plan: Services plans should be updated as appropriate, generally requiring an annual review to assess progress and necessary revisions (34 C.F.R. § 300.138(b)(2)(ii)).
- Difference from IEP: A services plan is different from an IEP, focusing only on the specific ESE and related services provided by the LEA. An IEP includes a full range of services under IDEA Part B and implies entitlement to FAPE, which is not applicable for parentally-placed private school students (34 C.F.R. § 300.138).

DEVELOPING A SERVICES PLAN FOR PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS

- Inclusion in Count: All students evaluated and found eligible for ESE and related services must be included in the count, not just those with an IEP or services plan (34 C.F.R. §§ 300.132(c), 300.133(c)).
- Determining Numbers: LEAs must determine the total number of private school students with disabilities enrolled by their parents in private schools within the LEA, and the total number of students with disabilities in public and private schools within the LEA (34 C.F.R. § 300.133(a)).
 - ▶ LEAs should count eligible parentally-placed private school students on any date, between October 1 and December 1 of each year. (34 C.F.R. § 300.132)
- Funding Allocation: LEAs must allocate a proportionate share of IDEA Part B funds to provide ESE and related services to all eligible students within their boundaries, regardless of residency (34 C.F.R. §§ 300.132, 300.133(a)).
- Service Variability: Parentally-placed private school students may receive different levels of services compared to public school students. Some may not receive any services, while others may receive various services (34 C.F.R. § 300.138(a)(2)).
- Proportionate Share Calculation: Detailed in 34 C.F.R. § 300.133 and Appendix B to Part 300.

CALCULATING PROPORTIONATE SHARE FOR PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS

- Annual Utilization: LEAs must use proportionate share funds each year for ESE and related services for parentally-placed private school students with disabilities.
- Carry Over: If funds are not fully expended by the end of the fiscal year, the LEA must carry over and obligate the remaining funds for the following fiscal year (34 C.F.R. § 300.133).
- Exceeding Minimum: LEAs can spend more than the proportionate amount of Part B funds, but must meet the minimum expenditure requirement.
- Financial Obligation: Ends for the fiscal year once the funds are spent (34 C.F.R. § 300.133).

PROPORTIONATE SHARE FUNDS ROLL OVER

ENTITLEMENTS: PROFIT **VS.** NON-PROFIT

For Profit Private Schools

- ✓ District provides Child Find services
- ✓ Family Empowerment Scholarship
- ✓ For Profit Private School Students are not eligible for supports and services through the proportionate share requirement

Non-Profit Private Schools

- ✓ District provides Child Find services
- ✓ Family Empowerment Scholarship
- ✓ Supports and services provided to eligible students through the proportionate share requirement based on results of meaningful consultation

ELIGIBILITY REQUIREMENTS

▶ To be eligible for services under the IDEA obligations:

- ▶ Schools must be non-profit
- ▶ FLDOE NON-Profit Private School List
- ▶ Schools must sign an Affirmation
- ▶ Schools must communicate and provide student data/information
- ▶ **Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
- ▶ A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program

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 (M-DCPS)
IDEA Private School Obligations
**Written Affirmation of Consultation
2024-2025**



In accordance with the Individuals with Disabilities Education Act 2004 (IDEA), 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.

On February 9, 16 and March 4, 2024, the consultation process occurred in a meaningful and timely manner and included a discussion of the following:

- **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.
- **Eligibility process** – The process on continued eligibility.
- **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.
- **Consultation process** - How ongoing consultation 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.
- **Needs assessment** – An opportunity to select services based on student needs, as well as providing additional feedback for consideration from the school district.

If the school district disagrees with private schools on services, it must provide a written explanation of the reason for the disagreement. 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.

Private schools acknowledge that the LEA must use funds provided under Part B of the Act to meet the special education and related services needs of parentally placed private school children with disabilities, but not for meeting (1) The needs of a private school; or (2) The general needs of the students enrolled in the private school.

MDCPS must control and administer the funds used to provide special education and related services under §§ 300.137 through 300.139, and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in the Act.

I affirm that timely and meaningful consultation, as described above, occurred with the School District of Miami-Dade County Public Schools on the dates noted above. The representative mentioned below attended on _____, 2024.

Private School Name: _____

Representative Name and Title: _____

Signature of Private School Representative _____

Date _____

- ▶ Child Find Process
- ▶ Eligibility Process
- ▶ Proportionate Share of Funds
- ▶ Consultation Process
- ▶ Services
- ▶ Disagreements
- ▶ Needs Assessment



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If the school district disagrees with private schools on services, it must provide the reason for the disagreement. Private schools may complain to the State if the consultation was not meaningful and timely, or that the school district failed to provide services.

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 IDEA Private School Obligations
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Representative Name and Title: _____

Signature of Private School Representative _____

Date _____

Disclosures

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



Miami-Dade County Public Schools (M-DCPS)
IDEA Private School Obligations
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2024-2025**



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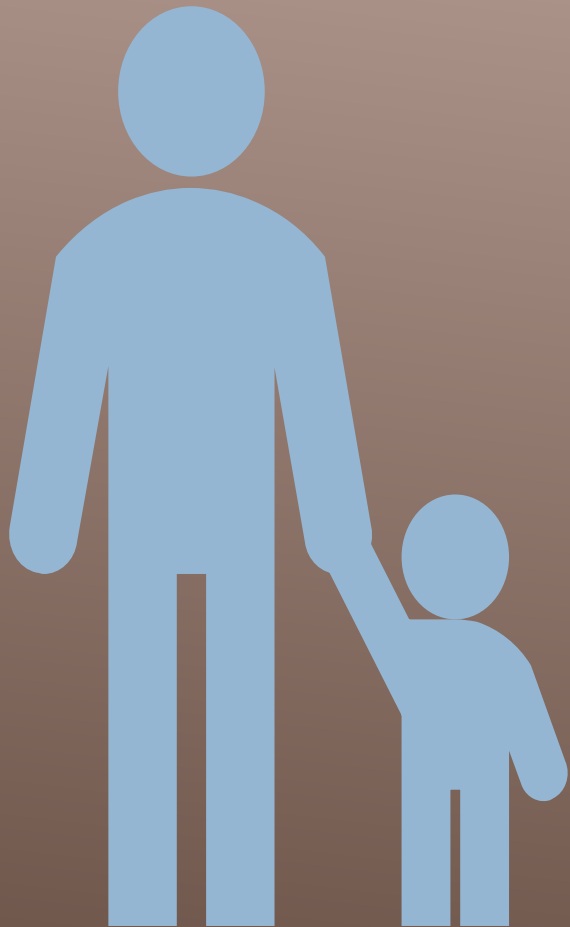
Representative Name and Title: _____

Signature of Private School Representative _____

Date _____

- Private School Name
- Signature and Date

CHILD FIND PROCESS- INITIAL REFERRALS



- The School District in which the private school is located has a child find responsibility. They must locate, identify, and evaluate all students regardless of where the student resides.
- The Technical Assistance Paper (TAP) for Parentally-Placed Private School Students with Disabilities (July 2024) allows parents to request an evaluation if the student resides in Dade County and if the private school is in another county; the evaluation/child find would be conducted to offer FAPE (Free and Appropriate Public Education).
- 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 REFERRAL

Student Support Team (SST) Meetings are held with Private School staff, parents, and other pertinent members.

The team reviews data, available empirically evidence, supports and interventions being offered and any progress monitoring data to determine their effectiveness.

When an evaluation is recommended, signed parent consent is obtained.

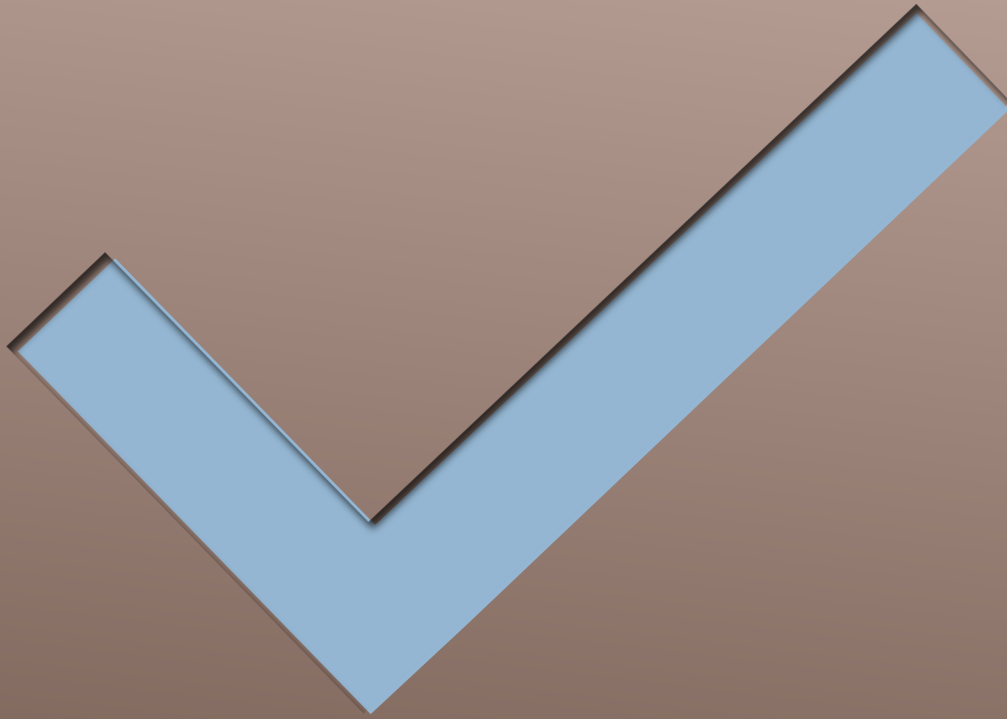
Evaluations conducted are used to determine student's eligibility for special education services as outlined by state and district criteria.

Private evaluations that include a diagnosis does not automatically qualify for special education services. This report is used as data in the referral decision process.



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.



- After the evaluation is completed, a meeting will be held to review the results of the evaluation, and the team determines:
 - Whether the student has a disability;
 - The present levels of academic achievement and related development needs of the student; and
 - Whether the student is eligible for special education and related services

AFTER THE
EVALUATION

Reevaluation meetings for students with disabilities are conducted every 3 years.

- ❑ The following data will be reviewed:
 - ❑ Evaluations, current classroom supports, local/state assessments, teacher observations/feedback and parent input
 - ❑ A determination is made whether the student needs a formal reevaluation
 - ❑ If a formal reevaluation is needed, the student is evaluated by a Psychologist

REEVALUATIONS



AFTER THE REEVALUATION

- ❑ After a formal reevaluation is completed, a follow-up meeting will be held to review the results of the evaluation, and the team determines:
 - ❑ 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.**

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



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. 2024-2025 Parent Intake Form for Non MDCPS Students
 - The questions on the intake questionnaire request demographic information and questions asking about the student's academic history, strengths, concerns, medical conditions, therapies, etc.
 - 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.



MIAMI-DADE COUNTY PUBLIC SCHOOLS

Clear Form

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: _____

- ❑ 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.

CONSENT FOR MUTUAL EXCHANGE

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

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

Date _____
Student's Name _____
Date of Birth _____ ID# _____

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_____	_____
_____	_____
_____	_____

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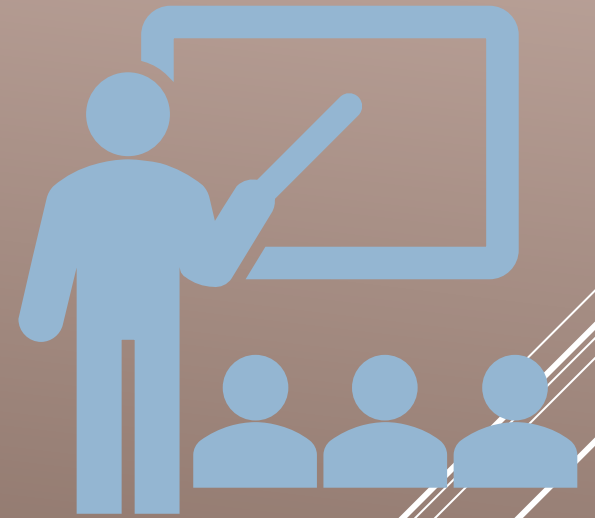
I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release.

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

Please return this form to: _____

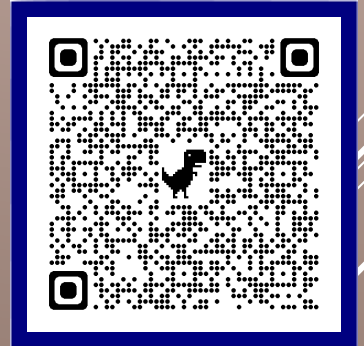
FM-2128E Rev. (01-20)

- ❑ **Once the Parent Intake Form is received and reviewed by the Intake Coordinator, parents will receive an email.**
 - **If the student already has an MDCPS ID#, an email with the assigned placement specialist or Academic Instructional Teacher will be sent to the parent. The placement specialist or Academic Instructional Teacher will be the contact for further information regarding the status of the case.**
 - **The email sent to the parent may include a request for additional documents such as the Consent for Mutual Exchange, if not yet received, and a parent ID.**
 - **If the student *does not* have an MDCPS ID #, a request for documents to create an ID for the student will be sent via email to the parent. We are unable to proceed with the request until the student has an ID #.**



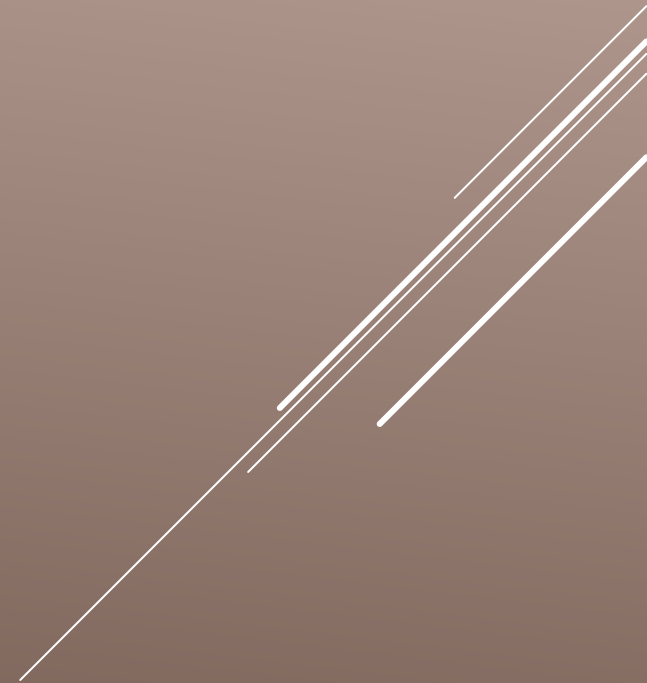
PRIVATE SCHOOL REPRESENTATIVE REQUEST FOR ADDITIONAL INFORMATION

- ▶ 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, if requesting an RT or IEP/MOS.
 - Report card and attendance records
 - Learning/Academic Support Plan

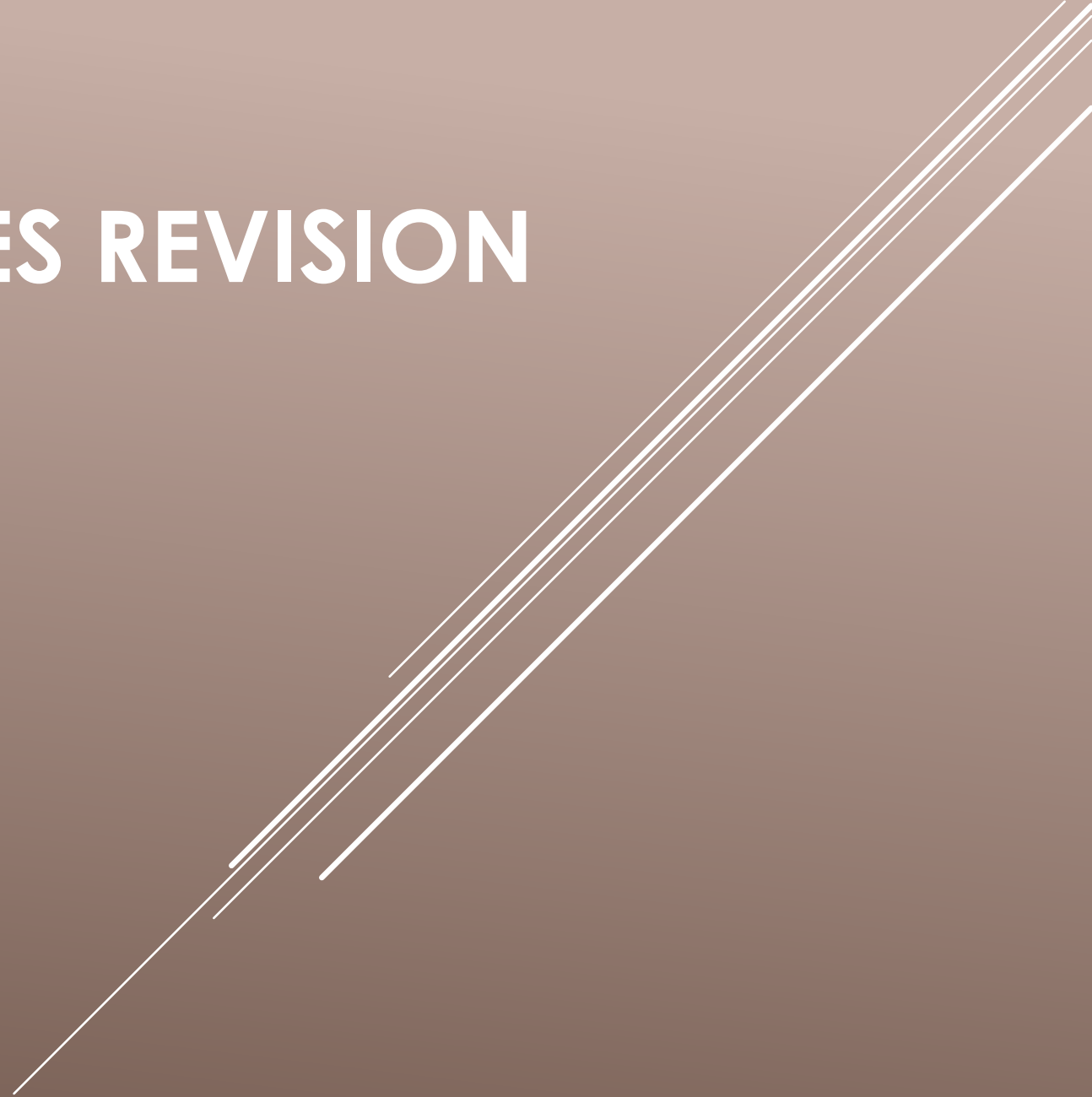


Next Steps...

All documents received, on or before 30 days, are sent to the evaluation team to conduct either an SST, RT, Transfer of Eligibility, or Matrix Revision



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**

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 previous school year.

IDEA/ Private Schools Obligation- Federal Funds

IDEA GRANT
PROPORTIONATE
SHARE

Decorative white lines consisting of several parallel lines of varying lengths and orientations, located in the bottom right corner of the slide.

Calculated
Proportionate
Share



Eligible
Private School
Students



**Calculated Amount
Eligible Amount Per
Student for Services
Private School
Student**

IDEA GRANT PROPORTIONATE SHARE

WHO ARE THE ELIGIBLE STUDENTS THAT GET COUNTED FOR THE FUNDING CALCULATION?

Students who have been identified by M-DCPS as a child with a disability and have a current evaluation.

Students who have a current evaluation during the **October – December** survey period (for the prior year) are included for the purpose of generating funding for the current school year.

Students are eligible for services once they have a current evaluation in place. Even if it is after the count.

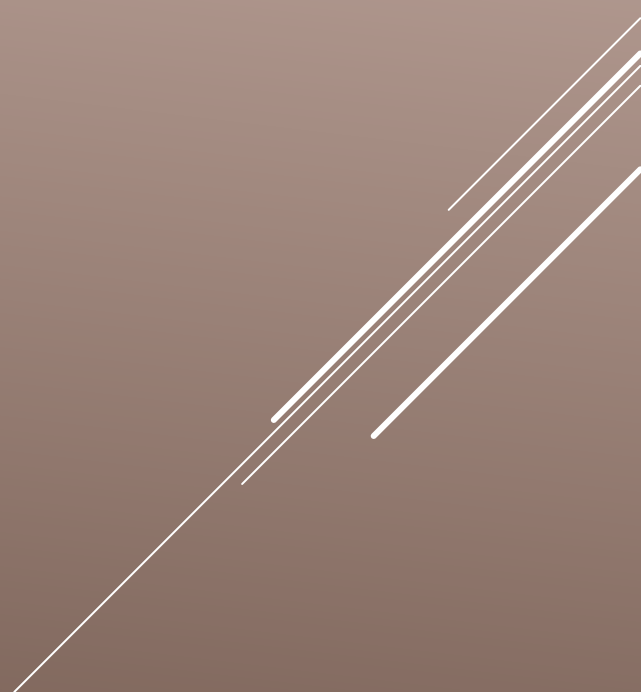
DIRECT AND INDIRECT SERVICES

The image features a solid, muted brown background. In the lower-left quadrant, the text "DIRECT AND INDIRECT SERVICES" is written in a clean, white, sans-serif font. In the lower-right corner, there are several thin, white, parallel lines that intersect at various points, creating a dynamic, abstract graphic element.

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

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

SERVICE PLANS



2024 - 2025

I.D.E.A. Private School Obligations Instructional Support Referral

[Click on the link for information on the direct services that are currently available](#)

Section 1

Student & School Information

1. Last Name: *

Enter your answer

2. First Name: *

Enter your answer

3. Student ID#: *

Enter your answer

4. Date of Birth: *

Please input date (M/d/yyyy)

5. Exceptionality: *

Enter your answer

6. School: *

Enter your answer

7. Grade: *

Enter your answer

8. Last Evaluation Date: *

Please input date (M/d/yyyy)

9. Referral Date: *

Please input date (M/d/yyyy)

10. Referring Teacher: *

Enter your answer

11. Phone Number: *

Enter your answer

12. Email Address: *

Enter your answer

Section 1 Referral Form:

Student Demographics and School information

Support Type

Please select the type of support you are requesting for the student.

13. Direct Support for:
Please select all that apply *

- Reading
- Math
- Counseling
- Pre-K Intervention
- N/A

14. Support Facilitation for:
Please select all that apply *

- Reading
- Math
- NA

15. Consultation Support for:
Please select all that apply *

- Reading
- Math
- N/A

16. What specific concerns do you have about this student's academic progress pertaining to Pre-K Intervention or Reading:
(be as specific as possible): *

Enter your answer

17. What specific concerns do you have about this student's academic progress pertaining to Math:
(be as specific as possible): *

Enter your answer

18. What specific concerns do you have about this student's academic progress pertaining to Counseling:
(be as specific as possible): *

Enter your answer

19. Have you consistently used any software program with this student for Reading?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

20. Have you consistently used any software program with this student for Math?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

21. Fill in the information for the most current assessment in Reading that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Section 2: Support Type

Some questions require data/reports to support student needs

22. Fill in the information for the most current assessment in Math that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

23. Fill in the information for the most current assessment in any other category that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Enter your answer

24. Any additional Notes:

Enter your answer

Final Authorization

This process requires academic or other comprehensive data as stated in questions #19 - #23.

Also include the child's latest report card with the documents.

To facilitate the district in obtaining this information, save each report as follows:

School Name, Student Initials, ID #

(Gulliver Prep J.A. #1234567)

Once all files are named correctly, then scan and email all documents to PrivateSchools@dadeschools.net using subject line:

Student Referrals


All documents must be received before a review of the referral request is conducted.

25. Parent has been notified and agrees with referral: *

Yes

▶ Section 3: Final Section

AFTER THE REFERRAL IS RECEIVED

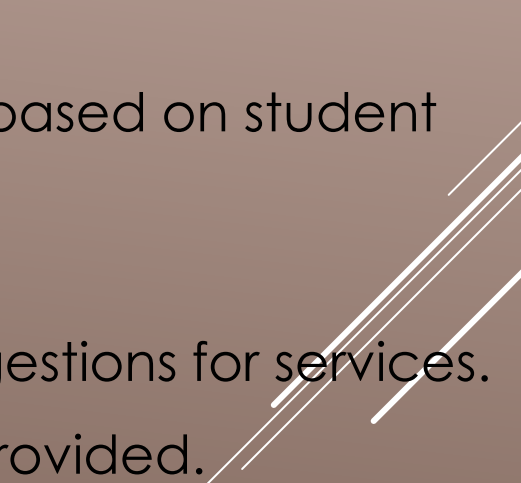
- Review of referral is conducted to determine if student is eligible for services.
 - Determination is based on individual need; school is emailed and advised of decision or anything else that is needed.
 - Once student is eligible for services, a PSSP meeting is scheduled.
 - The PSSP Team will write a plan describing the specific ESE and related services provided by the LEA.
 - Service will commence shortly after the meeting.
- 

CONSIDERATIONS, FEEDBACK AND INPUT

To collaborate with private school representatives in the design and development of Exceptional Student Education (ESE) and related services




NEEDS ASSESSMENT 2025-2026

- ❑ After Meaningful Consultation, Non-Profit Private Schools will have the opportunity to 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 Options for expenditure of funds.
 - ❑ Schools will be given opportunities to request and make other suggestions for services.
 - ❑ The District will make the final decision on how the services will be provided.
- 

NEXT STEPS

You will receive an email with information for:

- ❑ 2025-2026 Needs Assessment
 - ❑ Written Affirmation
 - ❑ Referral Process
 - ❑ Other Relevant Documentation
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Q & A



Resources



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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

DPS: 2024-125
Date: July 19, 2024

Technical Assistance Paper Parentally-Placed Private School Students with Disabilities

<https://www.fldoe.org/core/fileparse.php/7571/urlt/DPS-2024-125-Parentally-Placed-Private-School-Students-with-Disabilities.pdf>



Department of Exceptional Student Education

Parentally Placed Private School Students



[HTTP://PRIVATESCHOOLSIDEA.DADESCHOOLS.NET](http://privateschoolsidea.dadeschools.net)

IDEA PRIVATE SCHOOLS OBLIGATIONS CONTACT INFORMATION

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Office of Exceptional Student Education

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AnSeing Partridge

Instructional Supervisor

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Miami, FL 33143
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THANK YOU!

ATTENDANCE VERIFICATION

<https://forms.office.com/r/V43DuU29n6>

Use the link above or the QR code to the right to let us know that you are here.

