

PROJECTED Part B, Section 611
SET-ASIDE CALCULATION & Participation of Private School Children

IDEA requires that Albemarle County Public Schools spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA’s jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division’s required private school set-aside. The set aside amount is based on the number of children ages **3-21**.

The set-aside is intended for children who are attending private or home school programs. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:

- a. # Eligible students in private schools receiving services on 12/01/17
(Use 12/01/17 Child Count data as the source for this entry) 33
- b. # eligible students in private schools not receiving services on 12/01/17 0
- c. Total eligible students with disabilities placed by parents in Private schools (a + b) 33

2. Total number of eligible students with disabilities in jurisdiction:

- d. # eligible students receiving services on 12/01/17
(12/01/17 Child Count data as the source for this entry) 1770
- e. # eligible students **not** receiving services on 12/01/17
(same number as line b. above) (same as b) 0
- f. Total number of eligible students with disabilities in Jurisdiction (d + e) 1770

3. Amount of required private school set-aside:

(33	/	1770)	X	<u>\$2,995,548.00</u>	=	<u>\$55,849.20</u>
line c	divided by	line f	multiplied by	flow-through allocation (projected for 2018-2019)	equals	set-aside

4. **Description of Services:** List the services to be provided with the private school set-aside. Attach additional sheets as necessary.
The services that will include a single certified special education teacher to provide indirect services to eligible students with disabilities enrolled by their parents in private, independent or home school programs (.60 FTE). Additionally, speech and language services will be provided by a speech and language pathologist (.30 FTE) to a select group of students. Consultation and staff development with regard to assistive technology will be made available to staff who serve students with disabilities from home or private school programs. There is also an allocation for assistive technology devices and mileage.
5. Describe how the school division will meet the IDEA requirements for participation of students enrolled in private schools, i.e., the school division’s decision as to what services and which children will be served with the set aside.

Expenditure	Allocated Time / Resources
Special Education Teacher	.60 Full Time Equivalent (FTE) or three (3) workdays a week
Speech and Language Pathologist	.20 Full Time Equivalent (FTE) or one (1.0) workdays a week
Assistive Technology / Materials	\$2,000
Other: Mileage	\$2,000.00
Breakdown of Services	Allocated Time
Indirect Services	<p>Case management and professional staff development will be provided indirectly to students enrolled at at Private Schools or home school programs located in Albemarle County that have active service plans. The services will be consultation in nature, provided by a licensed special education teacher via on site visits, in person group meetings or through electronic or telephonic communications.</p> <p>Three days a week will be available to network with private school staff or home school parents who instruct eligible students with active service plans. This will be negotiated by the Case Manager and based upon expressed interest by serving school or home school parents. Consultation will occur on a rotational basis, ensuring all those interested in consultation services are equitably served. This time may be limited when administrative duties are required to be completed (see below).</p>
Speech and Language Services	<p>Two days of direct related services for speech therapy will be available for five (5) students. Services will be determined based on an order of selection. Students served will first be prioritized based on the following categories:</p> <ul style="list-style-type: none"> • Elementary aged children eligible for special education services in Albemarle County with the following disabling conditions classified (from first choice to last choice), as follows: <ul style="list-style-type: none"> ○ Multiple Disabilities; ○ Autism; ○ Intellectual Disabilities; ○ and Speech and Language Impairments. • Middle School aged children eligible for special education services in Albemarle County with the following disabling conditions classified (from first choice to last choice), as follows: <ul style="list-style-type: none"> ○ Multiple Disabilities; ○ Autism; ○ Intellectual Disabilities; ○ and Speech and Language Impairments. <p>(Continued on next page)</p>

	<ul style="list-style-type: none"> • High School aged children eligible for special education services in Albemarle County with disabling conditions classified as: <ul style="list-style-type: none"> ○ Multiple Disabilities; ○ Autism; ○ Intellectual Disabilities; and ○ Speech and Language Impairments. • All other eligible students with disabilities. • Selected students will only be eligible for the service (45 minutes a week according, provided on days determined by the speech pathologist and on ACPS school work days indicated in the school calendar) if: <ul style="list-style-type: none"> ○ Students meet the criteria for order of selection; and ○ Based upon a record review, the related service is recommended by the corresponding related service provider, (i.e. the service is considered as an “essential” component of the student’s educational plan in order for the student to benefit from the private school or home school placement; ○ There are openings in the 5-8 slots for recommended service; ○ The student is not presently receiving comparable service privately at time of initiation of services; ○ The family commits to one year of services (missing 3 sessions in a given year forfeits the service for the remainder of the year.) ○ The family commits to either transport the child at the specified time to the location determined by the Director of Special Education or provides consent for the child to receive services on site at the private school or home school location on a time and day determined by the Director of Special Education. ○ The private school or home school location provides a working space suitable for the speech therapist to provide speech services to the child. <p>NOTES:</p> <ul style="list-style-type: none"> - New students will only receive services if they meet priority status <u>and</u> a “slot” opens up during the course of the school year. - A list of students served is established on September 1, 2018. - There is no guarantee or entitlement that students will be served from one school year to the next.
<p>Administrative Time (Includes database management, communications, travel, preparation, consultation with related service professionals, etc.)</p>	<p>As part of the regular duties within the .60 FTE allocation, the special education teacher, noted above, will maintain all data required for state reporting, develop Service Plans, monitor student progress, deliver and support assistive technology implementation, publish a Newsletter, consult with professionals in the school system and home school parents and coordinate / facilitate needed staff development.</p>

6. Describe the time frame for consultation with representatives of private school children.
In February 2018, each parent of a child with a disability eligible for special education services who unilaterally placed the eligible child in a private or home school program located within Albemarle County Schools was mailed a personal letter that included an announcement of the Consultation Meeting. A similar communication was provided to representatives of each private, parochial or independent school serving children in Albemarle County. The letter included the date, location and a description of the purpose of the consultation meeting along with brochures explaining the Child Find process under the Individuals with Disabilities Education Act and another that outlined the responsibility of Albemarle County Schools to serve

children with disabilities unilaterally placed by their parents in private or homeschool programs. Lastly, a survey with the required consultation discussion points / questions was included in the communication that included directions to complete and return the form so that input could be considered, even if an interested party was unable to attend the Consultation Meeting.

The meeting took place on Thursday, March 1, 2018 at 6:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia in room 320.

7. Describe evidence that the school division has initiated contact with representatives of private school children in the agency's jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.)
Correspondence was sent to each private, parochial or independent school serving children in Albemarle County. The letter included the date, location and a description of the purpose of the consultation meeting along with brochures explaining the Child Find process under the Individuals with Disabilities Education Act and another that outlined the responsibility of Albemarle County Schools to serve children with disabilities unilaterally placed by their parents in private or homeschool programs. Lastly, a survey with the required consultation discussion points / questions was included, with directions to complete and return the form so that input could be considered, even if an interested party was unable to attend the Consultation Meeting.
8. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Include a summary of the recommendations of the representatives of private school children.
Surveys were made available but no responses resulted from these efforts. No private school representatives attended the consultation session. One parent participated in the event. The parent suggested we continue to provide the level and type of services presently in place. One private school representative called in after March 1 to indicate she continues to request on site speech services to children in private schools.
9. Indicate the number of students enrolled in private schools and who are home schooled who have been identified as eligible to receive benefits under the program.
33 students are enrolled in private or home school programs by their parents and are eligible for services.
10. Indicate the number of students enrolled in private schools or who are home schooled who will receive benefits under the program.
33 students would potentially receive some benefit from this program.
11. Identify the places and times that the students will receive benefits under the program.
The students would receive benefits from September 1, 2018 through June 1, 2019 and during the active schools days / months indicated by the approved 2018-2019 Albemarle County Public Schools Calendar.

Educational consultation services would be provided by a special education case manager to the child's teacher (or parent in the case of a home schooled child) and/or administrator at the private school or at a central location (i.e. training session or overview), on the phone and/or via the internet (e-mail or Skype, for example).

Speech services would be provided directly either at the private school or home school site or a central location to be designated by the Director of Special Education. Staff development would be provided as part of the services provided by the special education teacher/ case manager. This professional development could be provided on a job embedded experience, small group at the school location or a larger event to include multiple schools or home school parents, at a location designated by the Director of Special Education.

12. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
The students in private schools will receive similar services to students in public school as if they were receiving services in the least restrictive environment. That is, private school students will receive indirect services via consultation by a special educator to the child's regular education teacher and/or administrator in order to promote success in their current regular education placement. A small group of students in private or home school programs will be provided limited direct related services under this proposed plan by a speech pathologist. Students with a Private Service Plan will not be provided direct services in any other way by any other special education staff. Nor will students with service plans receive a Transition Plan or Transition Services, psychological services, occupational or physical therapies or any other special education or related services not explicitly identified in this planning document.

13. Describe how the services will be evaluated.

Services will be evaluated on a case by case basis by the student's designated Albemarle County case manager. In addition, services will be evaluated during a meeting to determine services during the next Consultation Meeting in March, 2019.

14. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

The consultation was part of the March 1, 2018 Consultation Meeting. Through an active child find process and communication with the private schools administration, children are evaluated if a disability is suspected that may require special education and related services. Parents are directed to contact Albemarle County Schools in order to facilitate the child count / child find process.

The accurate figures and count provided to the Virginia Department of Education is calculated as part of the December 1 Child Count Report submitted to the Virginia Department of Education. Service plans are developed during the course of the school year similar to IEP development in the public schools.

15. Describe the process should there be a decrease of funding or funds are exhausted prior to the end of the fiscal year. **Should allocated funds be exhausted either through decrease in Federal Funds or through an increase in salary allocations projected for staffing, a decrease or elimination of the following will be utilized in order of appearance (top of list to be reduced first) to balance the budget as determined by the Director of Special Education:**

- **Materials Expenditures**
- **Mileage**
- **Speech Therapy / Services**
- **Consultation services**

Current Listing of Private, Independent or Parochial School Located in Albemarle County

Private Schools that are eligible for SBIT and service plans provided by
Albemarle County in **2018-2019**.

- ACAC Day School
- Albemarle Baptist Church School
- Charlottesville Catholic School
- Charlottesville Waldorf School
- Community Christian Academy
- Covenant School (Upper School Only)
- Faith Christian Academy
- Field School of Charlottesville
- Free Union Country School
- Frost Montessori School
- Lafayette School and Treatment Center
- Little Keswick School
- Miller School
- Mountaintop Montessori
- Northridge Preschool
- Regents School of Charlottesville
- St. Anne's - Belfield (Lower School Only)
- Peabody School
- Tandem Friends School
- University Montessori

- Any child being home schooled and a resident in Albemarle County.

Albemarle County Public School Division
LEA

PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. **Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools.** For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA’s jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division’s required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and *being served in childcare centers* should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. *If the facility has a license to operate a day care center it should not be considered a private school.*

(Show calculation even if there are no children in private school/home-schooled placements)

1. Formula for determining set-aside

Number of parentally placed children, aged three to five, with disabilities in private schools:

- a. # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/17 (use 12/1/17 Child Count data as the source for this entry) 1
- b. # eligible children, aged three to five, inclusive, in private schools not receiving services on 12/1/17 0
- c. total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b) 1

Total number of eligible children, aged three to five, with disabilities in jurisdiction:

- d. # eligible children, aged three to five, inclusive, receiving services on 12/1/17 (use 12/1/17 Child Count data as the source for this entry) 210
- e. # eligible children, aged three to five, inclusive, not receiving services on 12/1/17 (same number as line b. above) (same as b) 0
- f. total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction (d+e) 210

Amount of required private school set-aside:

$$\left(\frac{\text{line c } 1}{\text{divided by } 210} \right) \times \text{line f } \$64,017.00 = \text{ECSE allocation equals set-aside } \$304.82$$

2. Description of services: List the services to be provided with the private school set-aside (ECSE application)

There was 1 child in the 2-5 age range that was indicated in the December 1 count. This single student identified was at a Kindergarten grade level in a private school.

As a result, children of preschool age will not be served through this process. The Part 619 funds totaling \$304.82 in set aside funds will be added to the allocation set aside for Part 611 funds and expended the same way. Children in kindergarten will be served in the same way 6-21 year old children with disabilities unilaterally placed by their parents in private or home schools will be served. This is justified as for this individual students, it is a more efficient use of funds and better meets the needs of all students, vs. creating a parallel system of service delivery, simply based on age.
3. Describe how the school division will meet the Federal requirements for participation of students enrolled in private schools, i.e., the school divisions decision as to what services and which children will be served with the set aside.

The single 5 year old child, indicated in the December 1 count, was of kindergarten age. Kindergarten aged children will be served through the same mechanism, process and services identified in the Part 611 section of the PART B Set Aside process. Children ages 2-5 and chronologically in Preschool, who are eligible for special education and related services and are unilaterally placed by their parents in private or homeschool programs will not be served during the 2018-19 school year.
3. Describe the time frame for consultation with representatives of private school children.

In February 2018, each parent of a child with a disability eligible for special education services who were unilaterally placed by their parents in a private or home school program served by Albemarle County Schools were provided a communication that included an announcement of the Consultation Meeting. A similar communication was provided to representatives of each private, parochial or independent school serving children in Albemarle County. The letter included the date, location and a description of the purpose of the consultation meeting. In addition, brochures explaining the Child Find process under the Individuals with Disabilities Education Act and another that outlined the responsibility of Albemarle County Schools to serve children with disabilities unilaterally placed by their parents in private or homeschool programs were provided to the private schools. Lastly, a survey with the required consultation discussion points / questions was included, with directions to complete and return the form so that input could be considered, even if an interested party was unable to attend the Consultation Meeting.

The meeting took place on Thursday, March 1, 2018 at 6:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia in room 320.
4. Describe evidence that the LEA has initiated contact with officials of all private schools in the agency’s jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.).

Correspondence was sent to each private, parochial or independent school serving children in Albemarle County. The communication included the date, location and a description of the purpose of the consultation meeting along with brochures explaining the Child Find process under the Individuals with Disabilities Education Act and another that outlined the responsibility of Albemarle County Schools to serve children with disabilities unilaterally placed by their parents in private or homeschool programs. Lastly, a survey with the required consultation discussion points / questions was included, with directions to complete and return the form so that input could be considered, even if an interested party was unable to attend the Consultation Meeting.

Copies of the mailing list, form letters, brochures and survey are available upon request.
5. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Included a summary of the recommendations of the representatives of private school children.

A parent of a child in a private school requested that the services in place continue at the same level and frequency.
6. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.

One (1) student is eligible for services under this program.

7. Indicate the number of students enrolled in private schools who will receive benefits under the program.
One (1) student received services under this program.
8. Identify the places and times that the students will receive benefits under the program.
See the description on Part B Set Aside plans for Section 611 as Kindergarten students, aged 5 or older would be served as students in Part 611 ages 6-21.
9. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
There will be no services available to children aged 2-5 that are chronologically appropriate for preschool under this section.
10. Describe how the services will be evaluated.
Services will be evaluated in March of 2019 at the next Private School Consultation Meeting.
11. Describe the consultation with representatives of private school children on how to conduct the count of private school children.
The consultation was part of the March 1, 2018 Consultation Meeting.

The itinerant teacher would continue to communicate the Child Find process as well as maintain an active listing of children served under this part. Private schools agreed to share these services with parents as concerns presented at the private schools. Private schools agreed to continue to reach out to the private schools for Child Find referrals. This cooperative work agreement is based on current working relationships as well as prior consultation meetings as no private school representatives attended the March 1, 2018 meeting.

The accurate figures and count provided to the Virginia Department of Education are calculated as part of the December 1 Child Count Report submitted to the Virginia Department of Education. Service plans developed during the course of the school year similar to IEP development in the public schools are included in this State report.