

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 12/01/20
(Use 12/01/20 Child Count data as the source for this entry) 43
- b. # eligible students in private schools not receiving services on 12/01/20 0
- c. Total eligible students with disabilities placed by parents in Private (a + b)
schools 43

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

- d. # eligible students receiving services on 12/01/20
(12/01/20 Child Count data as the source for this entry) 1789
- e. # eligible students **not** receiving services on 12/01/20
(same number as line b. above) (same as b) 0
- f. Total number of eligible students with disabilities in Jurisdiction (d + e) 1789

3. Amount of required private school set-aside:

(43	/	1789)	X	<u>\$3,203,086.00</u>	=	<u>\$76,988.41</u>
line c	divided by	line f	multiplied by	flow-through allocation (projected for 2021-2022)	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 provided by the set aside funds will include a single certified special education teacher to provide indirect services (teacher / school consultation) to eligible students with disabilities enrolled by their parents in private, independent or home school programs (approximately .40 FTE or salary and benefits not to exceed \$44,000). Speech and language services will be also be provided to seven (7) students who will be chosen based on specific criteria (noted below). These services may be provided through a “voucher” type system. Consultation, staff development, and 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 mileage for the consultation teacher as well as funding for speech services.
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	The Full Time Equivalent (FTE) or two (2) workdays a week or Salary and Benefits not to exceed \$44,000.00
Speech and Language Pathologist Services	\$7,700.00 (Twenty (20) \$1500.00 Credit toward direct services by a contracted provider.)
Assistive Technology / Materials	\$2,000.00
Other: Mileage	\$900.00
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 consultative in nature. Consultation will be provided to private school staff (to include administration or support staff) or home school parents who provide direct instruction to students with a Service Plan. These services will be delivered by a licensed special education teacher through on-site visits, in person group meetings or through electronic or telephonic communications.</p> <p>Two days a week will be available for the Albemarle County special education consultative teacher to network with private school staff (to include administration or support staff) or home school parents who instruct eligible students with active service plans. 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>\$30,000 will be available for speech and language services for eligible students. Twenty (20) families will be eligible to receive speech and language services provided by a private therapist for a cost not to exceed \$1,500 in any given school year (July 1 through June 30) per child with a disability.</p> <p>Direct speech and language services will be delivered by a speech and language pathologist approved by Albemarle County Schools. A provider list of speech and language pathologists / organizations that the parent or guardian may choose from to deliver speech services will be made available. Speech pathologist will meet the standards for practice comparable to those of speech and language pathologists hired in Albemarle County Public Schools.</p> <p>Parents will be responsible for all transportation to and from speech therapy appointments, coordinating appointments as well as communication for payment with Albemarle County Schools Department of Special Education. Eligibility for the speech services will be determined based on an order of selection and finalized once parents and service providers agree in writing to the stipulations noted above. The stipulations</p>

	<p>noted above are not exhaustive. A written agreement will be required to secure finding for services and will include additional stipulations not noted here.</p> <p>Students served will be prioritized based on the following variables in the order that they appear:</p> <ul style="list-style-type: none"> • Elementary aged children, youngest to oldest in age, and 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, youngest to oldest, 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. • High School aged children, youngest to oldest, 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. • Once the selection proves above has been exhausted, all other eligible students with disabilities, who have an impairment where speech and language services are indicated, as determined by the director of special education and case manager students unilaterally placed by parents in private or home school programs, would be eligible for speech services, ranked from youngest age, of all other disability categories not otherwise mentioned above. • Selected students will only be eligible for the service 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 remaining funds for recommended service; ○ The family commits to one year of services. Families that are terminated / discharged from treatment for any reason by a provider (i.e. including but not limited to missing sessions, failure to coordinate services, violating an office policy / agreement with a service provider) in a given year forfeits the service for the remainder of the year. Mutual discontinuation by provider and parent does not forfeit availability of this service. ○ The family commits to take full responsibility for choosing, securing services, scheduling sessions and transporting their children to the speech and language pathologist. ○ The parent / guardian commits in writing to the stipulations outlined in this part. These stipulations are not exhaustive. The written agreement may have additional stipulations. ○ The student is enrolled in and being actively served by Albemarle County Public Schools through an Individualized Service Plan.
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	<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, 2021. <p style="text-align: center;">There is no guarantee or entitlement that students will be served from one school year to the next.</p>
<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 approximate .40 FTE allocation, the special education teacher, noted above, will maintain all data required for state reporting, develop Individual Service Plans, monitor student progress, deliver and support assistive technology implementation, consult with professionals in the school system and home school parents and coordinate / facilitate needed staff development.</p> <p>The special educator will also facilitate Child Find procedures that ARE NOT included in this calculation, as required by law.</p>

6. Describe the time frame for consultation with representatives of private school children.
On January 25, 2021, 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 and had an active Individual Service Plan was mailed a personal letter that included an announcement of the Consultation Meeting to be held on February 24, 2021. A similar communication was provided to representatives of each private, parochial or independent school serving children in Albemarle County, Virginia. A survey with the required consultation discussion points / questions was included in all mailings to parents and educational representatives. Directions to complete and return the survey form was included to ensure that input would be received and considered, even if an interested party was unable to attend the actual Consultation Meeting.

The meeting took place on Wednesday, February 24, 2021 at 6:00 PM via a Zoom Meeting. Parents were asked to call in and register. Parents that registered were provided a secure link in advance of the Zoom meeting. A phone in option for participants with internet connectivity issues was an option available.

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. A survey with the required consultation discussion points / questions was included, with directions to complete and return the form so that input would be received and considered, even if an interested party was unable to attend the Consultation Meeting.

Copies of the mailing list, form letters, presentation and survey are available upon request.

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.
The real-time meeting reviewed special education procedures related to Child Find / Special Education Eligibility process, specifically highlighting the need for parents to register their children if they desire to receive an Individual Service Plan. The questions related to private school service plans and the obligation of the school system to consult with private schools and home school parents were then reviewed. Five participants participated in the live consultation meeting; (4) four parents and (1) one private school representative. Albemarle County received two responses from written surveys it considered as part of this proposal. Four (4) school representatives and one (1) parent attended the consultation session. (1) Consultation Survey form was returned from a private school representative.

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.
43 students are enrolled in private schools 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.
43 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, 2021 through June 1, 2022 and during the active school days / months between those dates as indicated by the approved 2021-2022 Albemarle County Public Schools Calendar.

Educational consultation services would be provided by a special education teacher to the child’s teacher and/or school administrator (or parent in the case of a homeschooled 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, FaceTime, Zoom, or Skype, for example).

Speech services would be provided directly and arranged by the parents, but financially supported through this program with an \$1,500 limit.
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 homeschool programs will be provided limited direct speech services under this proposed plan by a speech pathologist in the community. Students with an Individual Service Plan will not be provided direct services by a special education teacher nor will they receive transition planning or Transition Services (a service provided to students with disabilities aged 13 and older in public schools), 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 February or March of 2022 through the consultation meeting process.
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 February 24, 2021 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 figures contained in this document are provided to the Virginia Department of Education, 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 the 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 a 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 (determined in reverse order of the selection proves for eligibility for 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 **2021-2022**.

- ACAC Preschool
- Albemarle Baptist Church School
- Bright Horizons
- 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
- Generations Montessori School
- Great Beginnings Preschool
- Lafayette School and Treatment Center
- Little Keswick School
- Miller School
- Mountaintop Montessori
- Northridge Preschool
- Olivet Preschool
- Regents School of Charlottesville (Lower School Only)
- Seven Rivers Country Day School
- 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 two to four, with disabilities in private schools:

- a. # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/20 (use 12/1/20 Child Count data as the source for this entry) 0
- b. # eligible children, aged three to five, inclusive, in private schools not receiving services on 12/1/20 0
- c. total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b) 0

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

- d. # eligible children, aged two to four, inclusive, receiving services on 12/1/20 (use 12/1/20 Child Count data as the source for this entry) 98
- e. # eligible children, aged three to four, inclusive, not receiving services on 12/1/20 (same number as line b. above) (same as b) 0
- f. total number of eligible children with disabilities, aged three to four, inclusive, in jurisdiction (d+e) 98

Amount of required private school set-aside:

<u>0</u>	/	<u>98</u>	X	<u>\$68,862.00</u>	=	<u>\$0.00</u>
line c	divided by	line f	multiplied by	ECSE allocation	equals	set-aside

2. Description of services: List the services to be provided with the private school set-aside (ECSE application)
There were no (0) children in the 2-5 age range indicated in the December 1 count.

As a result, children of preschool age will not be served through this process.

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.
There are no students within this age group. No funding is required to be set-aside to meet the Federal requirement.

4. Describe the time frame for consultation with representatives of private school children.
On January 25, 2021, 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 and had an active Individual Service Plan was mailed a personal letter that included an announcement of the Consultation Meeting to be held on February 24, 2021. A similar communication was provided to representatives of each private, parochial or independent school serving children in Albemarle County, Virginia. A survey with the required consultation discussion points / questions was included in all mailings to parents and educational representatives. Directions to complete and return the survey form was included to ensure that input would be received and considered, even if an interested party was unable to attend the actual Consultation Meeting.

The meeting took place on Wednesday, February 24, 2021 at 6:00 PM via a Zoom Meeting. Parents were asked to call in and register. Parents that registered were provided a secure link in advance of the Zoom meeting. A phone in option for participants with internet connectivity issues was an option available.

5. 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, format and a description of the purpose of the consultation. A survey with the required consultation discussion points / questions was included, with directions to complete and return the form so that input would be received and considered, even if an interested party was unable to attend the Consultation Meeting.

Copies of the mailing list, form letters, presentation and survey are available upon request.

6. 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.
The real-time meeting reviewed special education procedures related to Child Find / Special Education Eligibility process, specifically highlighting the need for parents to register their children if they desire to receive an Individual Service Plan. The questions related to private school service plans and the obligation of the school system to consult with private schools and home school parents were then reviewed. Five participants participated in the live consultation meeting; (4) four parents and (1) one private school representative. Albemarle County received two responses from written surveys it considered as part of this proposal. Four (4) school representatives and one (1) parent attended the consultation session. (1) Consultation Survey form was returned from a private school representative.

7. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
There are zero / no (0) students eligible for services under this program.

8. Indicate the number of students enrolled in private schools who will receive benefits under the program.
There are zero / no (0) students who will receive benefit under this program.

9. Identify the places and times that the students will receive benefits under the program.
No services will be offered to this age group as not students are eligible.

10. 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.
No services will be offered to this age group as not students are eligible.
11. Describe how the services will be evaluated.
Services will be evaluated in March of 2021 at the next Private School Consultation Meeting.
12. 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 February 24, 2021 Consultation Meeting. Through an active child find process and communication with the private school administrators, 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 figures contained in this document are provided to the Virginia Department of Education, 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 the IEP development in the public schools.