

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 12/01/12
(Use 12/01/12 Child Count data as the source for this entry) | <u>41</u> |
| b. | # eligible students in private schools <u>not</u> receiving services on 12/01/12 | <u>0</u> |
| c. | Total eligible students with disabilities placed by parents in Private schools (a + b) | <u>41</u> |

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

- | | | |
|----|--|----------------------|
| d. | # eligible students receiving services on 12/01/12
(12/01/12 Child Count data as the source for this entry) | <u>1437</u> |
| e. | # eligible students not receiving services on 12/01/12
(same number as line b. above) | (same as b) <u>0</u> |
| f. | Total number of eligible students with disabilities in Jurisdiction (d + e) | <u>1437</u> |

3. Amount of required private school set-aside:

(41	/	1437)	X	\$2,974,498	=	<u>\$84,867.38</u>
line c	divided by	line f	multiplied by	flow-through allocation (projected for 2013-2014)	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 (.20 FTE) to a select group of students. Staff development will be made available to staff who serve students with disabilities from home or private school programs.

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 FTE
Speech and Language Pathologist	.20 FTE
Assistive Technology / Materials and Related Staff Development	\$11,000
Other: Mileage	\$1,500.00
Breakdown of Services	Allocated Time
Indirect Services	30 minutes a month (minimum) will be provided to staff at Private Schools or parents that instruct children with active service plans in Albemarle County or at a central location (unless another mutually agreed upon location is determined)
Consultation (on-call)	One day a week will be available to network with private school staff or home school parents who instruct eligible students with active service plans.
Speech and Language Services	One day of direct related services will be available to six (6) students. Services will be prioritized based on the following disabling conditions (primary disability) listed in order of first served: Multiple Disabilities, Autism, Intellectual Disabilities, and Speech and Language Impairment. In the event there are more students in a category than can be served, age of student determines selection, youngest being given priority. The student will only be eligible for the service (maximum 45 minutes a week according to ACPS school calendar) if: - The service is recommended by the school speech pathologist as required for the student to benefit from the private school or home school placement. - The student meets selection priority. - 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 transport the child at the specified time to the location determined by the Director of Special Education. - New students will only receive services if they meet priority status and a "slot" opens up during the course of the school year. - A new list is re-established on or after July 1, 2013. - There is no guarantee students will be served from one school year to another.
Administrative Time (Includes database management, communications, travel, preparation, consultation with related service professionals, etc.)	As part of the regular duties within the .6 FTE allocation, the special education teacher, noted above, will maintain all data required for state reporting, develop Service Plans, publish a Newsletter, consult with professionals in the school system and home school parents and develop or facilitate staff development.

6. Describe the time frame for consultation with representatives of private school children.
In February 2013, each private school, parent of a child with a service plan in private schools and home school parents of a child with a disability served with a service plan was mailed a personal letter that included an announcement, inviting all parents and school representatives to attend the consultation meeting. The newsletter included the date, location and a description of the purpose of the consultation meeting.

The original meeting was cancelled (due to a snow event) but re-scheduled to take place on March 12, 2013 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 school in Albemarle County explaining the changes to the law and inviting them and parent representatives from their school to a meeting scheduled for March 12, 2013. Examples of the correspondence and slides used in the presentation are attached.

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.

A personal letter that announced the meeting purpose, location and time was sent to each private school in Albemarle County as well as each parent of a child with an active service plan, inviting all parents and school representatives to attend the consultation meeting. The newsletter included the date, location and a description of the purpose of the consultation meeting and was sent to each parent of a child with an active service plan as well as to every contact at each of the private, independent or parochial schools located in Albemarle County. The original meeting was cancelled (due to a snow event) but re-scheduled to take place on March 12, 2013 at 6:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia in room 320. The list of invited individuals was contacted personally via phone call and notified of the rescheduled date and provided an opportunity to share input via survey on-line, written or to provide input during the phone call.

The meeting was scheduled for and took place on March 12, 2013 at 6:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia. Brochures outlining the changes to the Individuals with Disabilities Education Improvement Act of 2004 and information about child find, special education services and the calculation of set-aside funds for students who are eligible for special education services, enrolled by their parents in private schools were made available to private schools and parents throughout the year.

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.
41 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.
41 Students will benefit from this program.
11. Identify the places and times that the students will receive benefits under the program.
The students would receive benefits during the active months of Albemarle County Public Schools. Educational consultation services would be provided indirectly, on a monthly basis, provided by a special education teacher 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 at a central location to be 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 in the least restrictive environment. That is, private school students will receive consultation services by a special

educator to the child's regular education teacher and/or administrator in order to promote success in their placement. A small group of students in private or home school programs will be provided limited direct related services under this proposed plan. Students on a Private Service Plan will not be provided Transition Planning or Services, psychological services, occupational therapy services or any other related or special education services not mentioned in this as part of the proposed plan.

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 in March, 2014.

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 12, 2013 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:**

- **Assistive technology expenditures**
- **Staff development**
- **Mileage allotment**
- **Speech 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 **2013-2014**.

- Albemarle Baptist Church School
- Charlottesville Catholic School
- Charlottesville Waldorf School
- Covenant School (Upper School Only)
- 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
- 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 12/1/12 (use 12/1/12 Child Count data as the source for this entry) | 4 |
| b. | # eligible children, aged three to five, inclusive, in private schools <u>not</u> receiving services on 12/1/12 | 0 |
| c. | total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools | (a+b) 4 |

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

- | | | |
|----|---|---------------|
| d. | # eligible children, aged three to five, inclusive, receiving services on 12/1/12 (use 12/1/12 Child Count data as the source for this entry) | 178 |
| e. | # eligible children, aged three to five, inclusive, <u>not</u> receiving services on 12/1/12 (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) 178 |

Amount of required private school set-aside:

(	4	/	178	X	\$65,091.00	=	\$1462.72
	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)**

As all the children noted in this section (4) are in Kindergarten, these funds will be utilized within the services package for Part B – 611 Set Aside. \$1462.72 will be added to the assistive technology / professional development budget for students with disabilities unilaterally placed by their parents in home or private schools.

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.

\$1462.72 will be added to the assistive technology / professional development budget for students with disabilities unilaterally placed by their parents in home or private schools.

3. Describe the time frame for consultation with representatives of private school children.
In February 2013, each private school, parent of a child with a service plan in private schools and home school parents of a child with a disability served with a service plan was mailed a personal letter that included an announcement, inviting all parents and school representatives to attend the consultation meeting. The newsletter included the date, location and a description of the purpose of the consultation meeting. Although the original meeting was cancelled, another was re-scheduled to take place on March 12, 2013 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 school in Albemarle County explaining the changes to the law and inviting them and parent representatives from their school to a meeting scheduled for March 12, 2013. Input was collected via electronic and paper survey as well as input at the consultation meeting.
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.
It was proposed that the \$1462.72 be added to the assistive technology / professional development budget for students with disabilities unilaterally placed by their parents in home or private schools.
6. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
4 - Four.
7. Indicate the number of students enrolled in private schools who will receive benefits under the program.
4 – Four.
8. Identify the places and times that the students will receive benefits under the program.
These benefits are for assistive technology to be disseminated throughout the year.
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.
Students aged 2-5 will not receive any services outside of possible assistive technology. However, students in Kindergarten will be served by Part B – 611, that does have with it services to include consultation and potential for speech services. There will be no other services available to children aged 3-5 in preschool under this section.

10. Describe how the services will be evaluated.
Services will be evaluated in March of 2014 at the 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 12, 2013 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.