



Timely and Meaningful Consultation

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Timely and Meaningful Consultation

Under IDEA 2004, §612(a)(10), local districts must provide assurances to the U.S. Department of Education that they will provide opportunities for parentally placed private school students to:

- Access to special education and related services so that students in private schools may equitably participate in such services; and
- Access procedures so that students who may be experiencing learning difficulties may be identified for special education eligibility.



Timely and Meaningful Consultation

Local school districts must consult with the private schools within their district and with representatives of parents of students with disabilities who attend those schools regarding:

- Child Find Process
- Proportionate Share
- Meaningful Participation
- Allocation of Services
- Proposals of the Nonpublic Representatives

Children in Private School

- IDEA 2004, §612(a)(10)
- Generally, each local educational agency (LEA) must conduct child find, determine the proportionate share of Federal Part B funds, and provide equitable services to parentally-placed private school children with disabilities who attend private schools located in the LEA **without regard to where the children reside.**

A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and edges. The nodes are represented by small circles, some of which are highlighted with a double-circle outline. The edges are thin lines connecting the nodes, creating a dense, organic structure.

1. **Definitions**



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Private School:

The term “private school” shall be defined as it is described in Section 612(a)(10)(A)(ii)(I) of IDEA 2004. Specifically, this refers to privately operated *elementary and secondary schools (K-12) only*. Please note that we do not interpret this term to include those private facilities which do not provide an elementary or secondary school curriculum (i.e., those facilities that do not offer instruction leading to the grant of a state-recognized elementary or secondary school diploma).



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Child Find:

The term “Child Find” is given the definition provided in Section 612(a)(3) of IDEA 2004. Child Find, as set forth in IDEA 2004, is directed to those activities to ensure that children, including ages 3-5, with disabilities “are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.”



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District of Residence:

The district wherein the parentally-placed private school child with a disability resides (with residency being determined in accordance with Illinois law).

Serving District:

The district wherein the private elementary or secondary school is located and where the child at issue attends.

A decorative network diagram in the top-left corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, branching structure.

2. **Child Find Process**

Child Find

- Teachers, administrators or parents may request an evaluation to be completed through AHSD 25.
- The private/parochial school will request a release of information from the parent prior to sharing information with D25.
- Staff from the private/parochial school must complete referral paperwork prior to consideration of the evaluation request.
- The Assistant Superintendent or designee will consider the request and respond within 10 calendar days.

Child Find, cont.

- If the District suspects that the child has a disability AND would require special education services, it will grant request for evaluation.
- District 25 students may or may not be referred to the team at their home public school.
- District must comply with timely completion of evaluations (60 calendar days).
- Under 34 CFR 300.457, parents of private school students may challenge the identification of the student as eligible for special education. Parents of private school students may not file for due process to challenge the services or placement provided by the local district.

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3. **Proportionate Share**

Proportionate Share

- Since FY00 in Illinois, the allocation calculations for IDEA Flow Through are determined from three data elements:
 - (a) base year,
 - (b) total public and non-public enrollment, and
 - (c) poverty.
- The non-public enrollment component of the IDEA Allocation for private schools is, at present, voluntarily reported via the Non-Public Registration Enrollment and Staff Report (ISBE 87-01).

Proportionate Share Calculations

IDEA	FY 2020	FY 2021	FY 2022
Flow-through	\$80,468	\$80,576	\$81,360
Pre-school	\$1,170	\$621	\$800
Total Funds	\$81, 638	\$81, 197	\$82,160

A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and lines. The nodes are represented by small circles, some of which are larger and have concentric circles, suggesting different levels of connectivity or importance. The lines are thin and grey, creating a subtle background pattern.

4.

Meaningful Participation

Meaningful Participation

- Full-time private school students with disabilities have the opportunity to meaningfully participate in school district special education and related services throughout the school year.
- District 25 ensures meaningful participation by:
 - Completing child find,
 - Providing educational recommendations for eligible students
 - Providing direct speech-language services,
 - Purchasing tiered curriculum/materials to supplement instruction, as appropriate.

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5. **Allocation of Services**

Allocation of Services, 2021-2022

- District 25 will provide direct speech and language services to private/parochial schools, as well as home-schooled students
- Services include at minimum a 1.0 FTE Speech-Language Pathologist (SLP) allocation to provide direct services to participating private/parochial schools and home-schooled students
- Any excess funds will be divided between the participating schools to purchase educational materials and supplies.

Allocation of Services, 2021-2022

- Per the American Speech-Language Hearing Association and Illinois law, the SLP may not provide service to more than 60 students at any point in time (per 1.0)
- Services will be provided at St. James, Our Lady of the Wayside and St. Peter schools
- Services will be provided during the school day, according to the AHSD 25 calendar

Allocation of Services, 2021-2022

- Students who are homeschooled or attend other private/parochial schools will receive services at one of the three schools mentioned above, with parents providing transportation. Preschool services will be at Wayside, school-aged services at one of the three parochial buildings that provide office space.

A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and lines. The nodes are represented by circles of varying sizes, some with concentric rings, and the lines are thin and grey. The overall structure is organic and branching, resembling a molecular or biological network.

6. **Consideration of Proposals**



Consideration of Proposals

- The district will review new direct service proposals from officials of private schools within 2 weeks of receiving them,
- The district will meet to discuss new proposals with representatives from the participating schools,
- The district will work with the representatives to come to agreement on changes to services,
- The district will respond in writing if it disagrees with the proposal.

Documentation of TMC

Each LEA must retain copies of the following documents and provide them to ISBE if requested:

- 1. List of Nonpublic Schools and Home-Schooling Parents
 2. Invitation Letters
 3. Newspaper advertisements
 4. Attendance Lists
 5. Meeting Agendas
 6. Handouts
 7. Attestation Forms

Compliance

- Private school officials may file a signed, written complaint with the Illinois State Board of Education, Special Education Services, 100 North First Street, Springfield, IL 62777-0001.
- The complainant must allege that either the consultation was not meaningful or timely or their views were not given due consideration. The complainant should provide supporting information. The complaint may not be used to challenge the decision-making of the district so long as the decision-making of the district has been subject to the process of timely and meaningful consultation.
- The Illinois State Board of Education will investigate and issue a decision in accordance with required timelines.

Reminder....CARES funds

The fiscal year 2020 Elementary and Secondary Emergency Relief Grant (ESSER) awarded under the Coronavirus Aid, Relief, and Economic Security (CARES) Act is available now and funds have been released. The purpose of the ESSER funds is to provide states with funding to prevent, prepare for, and respond to the COVID-19 pandemic.

Districts are strongly encouraged to explore using these funds to strengthen your infrastructure for remote learning.

Non-public schools should know how much they have in funds. If you have any questions, please contact Melanie Zenisek as soon as possible.

Questions? Concerns? Email Melanie Zenisek at Mzenisek@sd25.org

Please complete the form

Title I, II, IV


This Non Public School Consultation Participation Form 21-22 was already emailed to your point of contact earlier this week. If you need it again, please reach out.

[illegible]

Questions? Concerns? Email Melanie Zenisek at Mzenisek@sd25.org

Please complete the form

Title III

 **Illinois**
State Board of Education
100 North First Street, N-242
Springfield, Illinois 62777-0001

NONPUBLIC SCHOOL CONSULTATION PARTICIPATION FORM
GRANT APPLICATION IN THE
20__-20__ SCHOOL YEAR
(Based on data gathered in FY 20__)

TITLE III – MULTILINGUAL DEPARTMENT

Instructions: This form is to be completed by nonpublic school officials. The completed form is then to be uploaded into the district's Title III Intend to Apply application by the district.

Title III Language Instruction Educational Program
Title III Immigrant Education Program

PUBLIC DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
PUBLIC DISTRICT OFFICIAL NAME	PHONE NUMBER
NONPUBLIC SCHOOL NAME	NONPUBLIC SCHOOL ADDRESS (Street, City, State, Zip Code)
NONPUBLIC SCHOOL OFFICIAL NAME	PHONE NUMBER

Please check the appropriate boxes to indicate participation.

Title III Language Instruction Educational Program — Equitable share is based on the total number of ELs of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. ☐ Yes ☐ No

Title III Immigrant Educational Program — Equitable share is based on the total number of current year eligible immigrant students of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Eligible immigrant children and youth means individuals who are aged 3 through 21; were not born in any State or Puerto Rico; and have not been attending one or more schools in any one or more states for more than 3 full academic years. ☐ Yes ☐ No

Per Section 8501(c) of ESSA, the following topics must be discussed during the ongoing consultation process:
(A) how the children's needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be assessed and how the results of the assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and
(G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.

We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the Public District made any decision that affected the equitable participation of eligible private school children in the Title III Language Instruction Educational Program for English Learners.

We ☐ agree ☐ do not agree that initial timely and meaningful consultation occurred before the Public District made any decision that affected the equitable participation of eligible private school children in the Title III Immigrant Education Program students.

Date

Original Signature of Nonpublic School Official

ISBE 43-20 Title III (12/19)

This Non Public School Consultation Participation Form 21-22 was already emailed to your point of contact in February. I will resend to schools who have not submitted the form.

Questions? Concerns? Email Shab Poloz at spoloz@sd25.org



Thanks!

Any questions?

You can find me at:

plasiewicki@sd25.org OR

847-758-4875

