



# Timely and Meaningful

May 2024





# The purpose of this presentation:

Local school districts must consult annually with representatives from:

- private schools within their district boundaries
- parents of private school students with disabilities
- parents of homeschooled students with disabilities

We will review the required components:

1. Child Find Process
2. Proportionate Share
3. Meaningful Participation
4. Allocation of Services
5. Proposals of the Nonpublic Representatives

# IDEA 2004, §612(a)(10) ensures:



1. local school districts must provide assurances to the U.S. Department of Education that they will provide opportunities for parentally placed private school students to:
  - Access 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.
2. the 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 boundaries without regard to where the children reside.



# DEFINITIONS

# 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).

# 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 preschool and school aged children 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.”

# DISTRICT - RESIDENCE & SERVING



**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.

The logo consists of a large, light gray circle. Inside the circle is a stylized house shape. The house has a gray roof, a light blue upper section, and a white lower section. The number '25' is written in white on the lower section of the house. The text 'CHILD FIND' is written in large, bold, black capital letters across the top of the house, and 'PROCESS' is written in large, bold, black capital letters across the middle of the house.

# CHILD FIND PROCESS

# Child Find/Evaluation Process:



1. Private school educational team or parents may request consideration for an evaluation to be completed through AHSD25.
  - Private school team will request a release of information from the parent prior to sharing student information with D25.
2. Private school educational team must complete referral paperwork packet prior to consideration of the evaluation request. AHSD25 team will review packet and may request additional information to consider.
3. Assistant Superintendent or designee will consider the request, and if the data suggests that the child may have a disability AND would require special education services, it will grant the request for evaluation by responding to parent and educational team within 14 school days.

# Child Find/Evaluation Process:



4. AHSD25 team members will be assigned to review the data and complete the Consent for Evaluation paperwork (e.g. domain paperwork) that will be shared with parent and private school representative. A meeting will be offered to the parent to review the information.
5. If parents provide signed consent for the evaluation, AHSD25 must comply with timely completion of evaluations (60 school days).
6. Evaluation results and disability determination packet will be shared with parent and private school representative. An evaluation meeting to determine eligibility for special education will be scheduled with AHSD25 team, parent, and private school representative.

# Child Find/Evaluation Process:



Under 34 CFR § 300.140(b), 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 school district.



**PROPORTIONATE  
SHARE SERVICES**

# Proportionate Share Fund Allocation



The IDEA Flow Through allocation calculations are determined from three data elements:

1. base year
2. total public and non-public enrollment
3. 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 2021	FY 2022	FY 2023	FY 2024
Flow-through	\$80,576	\$92,184	\$85,640	\$95,772
Pre-school	\$621	\$890	\$1,767	\$1,638
Total Funds	\$81,197	\$93,074	\$87,407	\$97,410



**MEANINGFUL  
PARTICIPATION**

# Meaningful Participation:



Full-time parentally placed private school students with disabilities have the opportunity to meaningfully participate in school district special education and related services throughout the school year.

AHSD25 ensures meaningful participation by:

- Completing child find
- Sharing information regarding educational supports for eligible students
- Providing direct speech-language services to eligible students
- Supporting tiered curriculum/materials to supplement instruction, as appropriate.



# **ALLOCATION OF SERVICES**

# Allocation of Services



AHSD25 will provide the services of a 1.0 FTE Speech-Language Pathologist (SLP) allocation to provide direct services to participating private/parochial schools and home-schooled students.

- 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 FTE)
- Services will be provided at St. James School, Our Lady of the Wayside School and St. Peter Lutheran School
- Any excess funds will be used to purchase materials and supplies to support these students.
- Services will be provided during the school day, according to the AHSD25 calendar

# Allocation of Services



- Students who are homeschooled or attend other private/parochial schools will receive services at one of the three schools previously mentioned, with parents providing transportation.
- Preschool services will be provided at AHSD25 Early Childhood Program at Greenbrier Elementary School.



# CONSIDERATION OF PROPOSALS

# Consideration of Proposals:



AHSD25 Assistant Superintendent of Student Services will:

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



**REQUIRED NEXT STEPS  
PAPERWORK**

# Documentation of Timely and Meaningful



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

- List of Nonpublic Schools and Homeschooling Parents
- Invitation Letters
- Newspaper advertisements
- Attendance Lists
- Meeting Agendas
- Handouts
- 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.



# Complete the Title III form



The 2024-25 non-public School Consultation Participation Form was emailed to your point of contact.

If you need another copy or have questions, please contact Shab Poloz at [SPoloz@sd25.org](mailto:SPoloz@sd25.org)

 **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 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)

# QUESTIONS

**Thank you for participating!**

Contact: Diane Kaffka [DKaffka@sd25.org](mailto:DKaffka@sd25.org) 847.758.4875