

Annual Timely & Meaningful Consultation

Private School Representatives and
Representatives of Parents of Parentally-Placed Private School Students with Disabilities

Timely and Meaningful Consultation Process

The Local Educational Agency (LEA) must conduct **timely and meaningful consultation** with private school representatives and representatives of parentally-placed private school students with disabilities when designing and developing special education and related services.

Service Plan Services

Private School-Proportionate Share Policy

The current Private School-Proportionate Share Policy provides **5 consultation sessions** within a **12-month period** for students with an updated Service Plan.

Check with your SELPA further details.

What are the Services?

Services may include **professional development** for private school administrators and teachers working with parentally placed private school students with disabilities.

The topics covered in these sessions vary based on needs and availability.

Child Find Obligations

Each district, LEA, or county office must **actively and systematically identify individuals** with exceptional needs, including those not enrolled in public schools, who reside within their jurisdiction.

Child Find activities for parentally-placed private school students must be conducted similarly to those for public school students.

Under **IDEA 2004**, the District of Location (DOL) — where the private school is located — is responsible for conducting Child Find activities for these students.

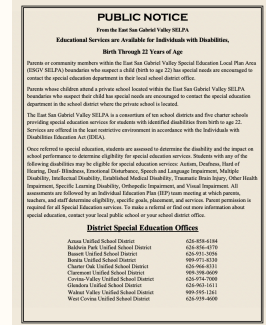
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Child Find Activities

Private schools are informed about the Child Find process through meetings and public notices. For example, the Los Angeles County Office of Education (LACOE) **publishes an annual notice** in multiple languages in newspapers to raise awareness about Child Find.

Additionally, all private schools located within the Local Educational Agency (LEA) boundaries must receive public notice regarding the Child Find process. This notice **should be visibly posted on school campuses** to inform parents of students attending private schools about available services and resources.



Child Find: Special Education Referral Process

Before submitting a referral for assessment, private school staff and parents are encouraged to participate in a **Student Study Team (SST)** meeting. This team will explore possible accommodations, supports within the private school setting, and other non-special education services that may help meet the student's needs.

If deemed appropriate, the **Student Study Team** may initiate a referral for evaluation during the meeting or at a later time.

1 A written referral for a Special Education Assessment should be submitted to the student's District of Residence (DOR).

However, if the student resides outside of Los Angeles County, the referral should be directed to the **District of Location** (where the private school is located).

2 The Referred District will decide whether to proceed with the assessment.

3 Within 15 days of receiving the written referral, the district will respond to the parent by providing either:

An assessment plan that outlines the areas to be evaluated and identifies the individuals responsible for the assessment.

OR

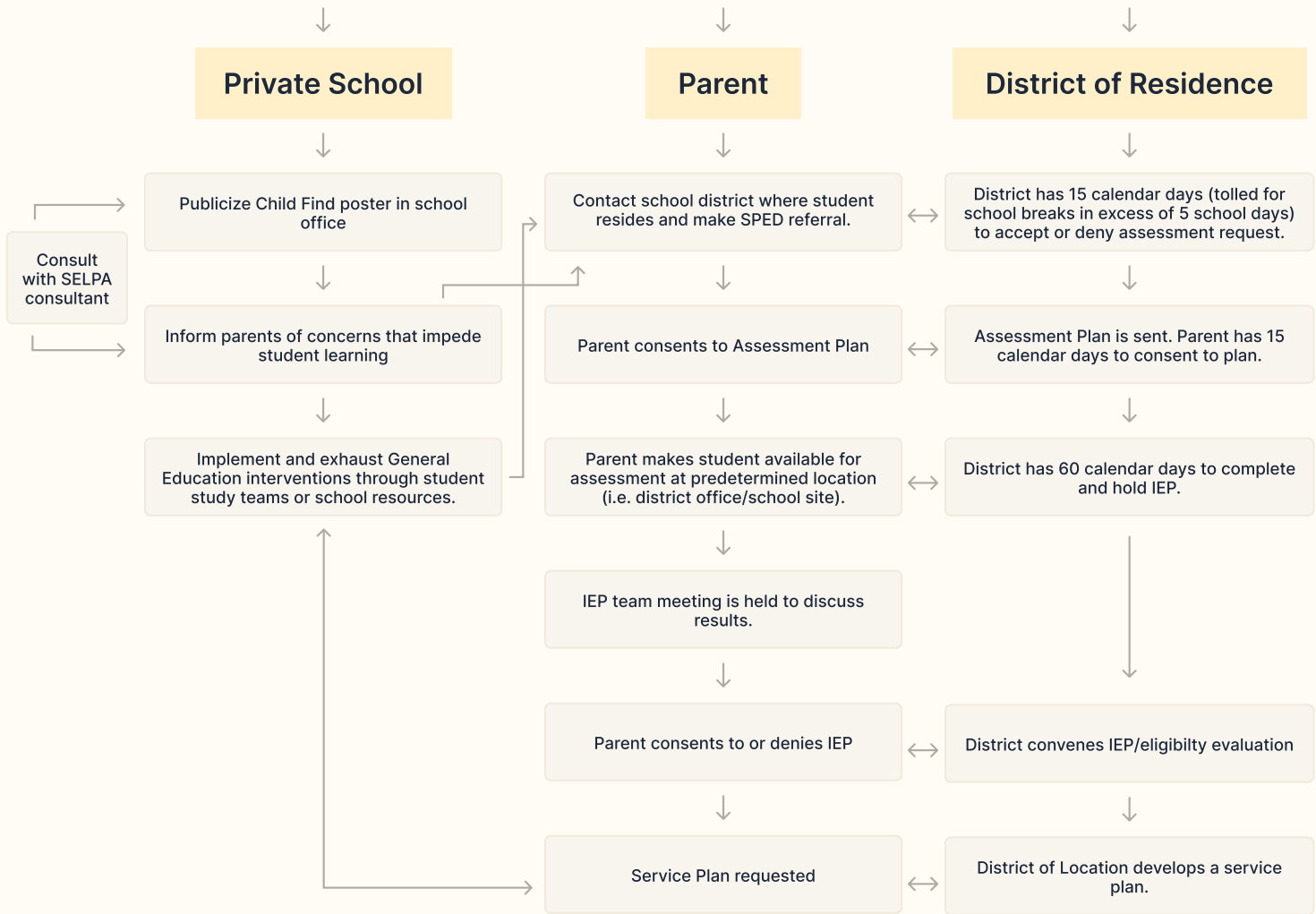
A letter of denial explaining the reasons for not conducting the assessment.

4 If an assessment is initiated, the evaluation process and the **subsequent IEP meeting** must be completed **within 60 days** after the district receives the parent's signed consent to the assessment plan.

This 60-day timeline *does not* include breaks between school terms or vacations exceeding five days.

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Special Education Eligibility
Student is suspected of a disability that impedes their progress in the private school setting


This chart outlines the responsibilities and timelines for **Districts, Parents, and Private Schools**.

If an evaluation is conducted, an Individualized Education Program (IEP) meeting takes place to determine if the child has a disability. This meeting includes district staff, private school staff, and parents.

If the IEP team determines that the child has a disability and requires special education and related services, it means the student's needs cannot be adequately met in a general education setting, even with accommodations. This determination is made regardless of the county in which the child resides.

If the child is found eligible, the District of Residence (the district where the child lives) will develop an **Offer of Free and Appropriate Public Education (FAPE)**. Only students who qualify for an IEP are eligible to receive a service plan.

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Which district is responsible for the assessment?

District of Residence **Where the student lives**

If a student resides in a **GLAAS LEA** or **Los Angeles County**, the District of Residence (where the student lives) is responsible for conducting the initial assessment and providing an Offer of Free and Appropriate Public Education (FAPE) if the student is found eligible.

District of Location **Where the private school is located**

The district where the private school is located is responsible for updating the student's Service Plan annually.

Parents may choose whether the **District of Location** or the **District of Residence** conducts the student's Eligibility Evaluation.

What happens if the student lives outside of LA County?

The District of Location (where the private school is located) is responsible for conducting the student's **initial assessment, eligibility evaluation, and updating the Service Plan** annually.

Service Plans

Districts

Students always have the option to **return to their school district** to receive Special Education services and an Offer of Free and Appropriate Public Education (FAPE).

What is needed for a Service Plan?

1. Parents must sign a **release of information** to allow communication between the District of Location (DOL) and the District of Residence (DOR).
2. The District of Location is responsible for developing the Service Plan.
3. The plan must be **consented to** by the parent, and signatures must be obtained.

Renewal

Districts will provide a Service Plan renewal each year, which must be signed by parents annually to remain active.

Services

Any student who is eligible under IDEA and enrolled in a non-profit private school is eligible for a Service Plan. This policy replaces previous guidelines that limited eligibility to specific disabilities.

Note: This policy is reviewed and approved annually and is subject to change.

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Private School Proportionate Share

Under IDEA,

“

No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

What does this mean?

Districts allocate a portion of their **Special Education budget** to support the needs of students enrolled in private schools. The scope and type of services provided are determined through **consultation** with private school representatives to address identified needs.

Proportionate Share Calculation Formula

To calculate the **proportionate share** of IDEA funding for parentally placed private school students with disabilities, follow these steps:

1 Key Numbers	Sample Calculations
A = Total # of eligible public school children with disabilities	1820
B = Total # of eligible parentally placed private school children with disabilities	20
2 Total Number of Eligible Students	
C = A + B	1840
3 Total Federal IDEA Allocation	
D = <u>Section 611 Resource 3310 allocation</u> + <u>Section 619 Resource 3315 allocation</u>	\$3,200,000
4 Average Allocation Per Student	
E = D ÷ C	\$1,739
5 Proportionate Share	
F = E × B	\$34,780

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