



## Parentally-Placed Private School Students - Plan for Services

### Responsibility

- In Missouri, the term “parentally-placed private school student” refers to children placed by their parents in private, parochial or other religiously-affiliated schools or home schools.
- The private school provisions apply to parentally-placed private school children with disabilities, enrolled by their parents in private schools that meet the definition of Elementary or Secondary school age.
- The Local Education Agency (LEA) in which the student’s private school is located is responsible for *child find*, *child count* and *provision of services* to parentally-placed private school students with disabilities.
- Children with disabilities enrolled in private schools located within the Center School District will access IDEA benefits from Center School District, even if the families reside within the geographic boundaries of another school district. This includes children who reside out of state but attend a private school located within the geographic boundaries of Center School District.

### Consultation with Representatives of Private Schools

- School Districts will need to consult with officials of all private schools within their jurisdiction and representatives of parents of parentally-placed private school children. The consultation is an ongoing process that includes the following:
  - a) The **child find process**, including how parentally-placed private school children suspected of having a disability can participate equitably; and how parents, teachers, and private school officials will be informed of the process. The discussion of child find should also include how potentially eligible children will be located and evaluated;
  - b) The determination of the **proportionate share** of Federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated. **Note:** transportation of parentally-placed private school children may be considered in the expenditure of proportionate funds; however, child find activities, including evaluation, may not be used in the calculation.
  - c) The **consultation process** among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services.
  - d) A discussion of how, where, and by whom **special education and related services will be provided**, including a discussion of
    - 1) the types of services (including direct services and alternate service delivery mechanisms), and
    - 2) how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children; and

3) how and when those decisions will be made.

e) How to conduct the annual count of the number of parentally-placed private school children with disabilities

f) If the LEA disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), how the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

g) When timely and meaningful consultation has occurred, the LEA must obtain a **written affirmation** signed by the representatives of participating private schools and if the representatives do not provide the affirmation within a reasonable period of time, the LEA must forward the documentation of the consultation process to the SEA.

### Child Find

- Child find procedures for locating and identifying parentally-placed private school children with disabilities attending private schools located within the boundaries of the local district, must include similar activities as those undertaken for public school children, conducted during a comparable time period and ensure the equitable participation and accurate count of parentally-placed private school students.
- Child find includes locating, evaluating and identifying any children who might be eligible for special education services. The local school district has the same obligations for locating, evaluating and identifying any potentially eligible private school children as it does for public school children. The district may also refuse to conduct an evaluation for a referred private school child, just as it may for a public school child who has been referred.
- Center School District Child Find activities include:
  - 1) One published newspaper notice on an annual basis prior to November 1 OR notice posted on the district website.
  - 2) One radio or television announcement aired on an annual basis prior to November 1.
  - 3) General distribution of written literature on an annual basis prior to November 1.
  - 4) Posters/Notices displayed in all district administrative offices.
- Center School District, upon receiving a request, will make a determination of whether or not a special education evaluation is warranted within 30 days. This determination will be made based upon a review of existing information and with input from representatives of the private school and the parent(s).
- Center School District, upon receiving written parental consent to evaluate, will make a determination of eligibility within 60 days.

### Funding

- Local school districts where private schools are located must expend a *proportionate share* of their IDEA Part B funds in the provision of services to parentally-placed private school students.
- Proportionate share is the amount of federal funds a district must reserve and spend over a maximum two year period to provide special education and related services to students (age 5 to 21) who have been evaluated, determined eligible, and are parentally-placed in either a private/parochial or home-school setting in the district's boundaries.
- This calculation is based upon the count of eligible and served children with a placement code of 2100 who were eligible and being served on December 1.

- Under IDEA, if a district does not spend its proportionate share of Part B funds in the current year, it has an additional one-year carryover period to obligate and spend these funds.
- Information regarding calculation of proportionate share and other funding issues surrounding parentally-placed private school children is posted on the Department of Elementary and Secondary Education (DESE) webpage at <http://dese.mo.gov/financial-admin-services/special-education-finance/part-b-proportionate-share>.

### Determination of Equitable Services

- Parentally-placed children with disabilities enrolled in private schools do not have an individual right to receive some or all of the special education or related services that the child would receive if enrolled in a public school.
- Decisions about the services that will be provided have been made in consultation with officials of private schools and representatives of parents of parentally-placed private school children (see Consultation above).
- Center School District shall make the final decisions with respect to the services to be provided to eligible private school children.
- Center School District will provide only those specific special education and related services designed for children with disabilities identified in the following eligibility categories:
  - Speech Impairments (Sound System Disorder; Speech/Fluency; Speech/Voice),
  - Language Impairments,
  - Other Health Impairments (OHI), or
  - Specific Learning Disabilities in the areas of basic reading skills, reading comprehension, reading fluency, written expression, math calculation, math problem solving, listening comprehension or oral expression.
- Center School District will not provide special education and related services through the provision of a Services Plan for students with any IDEA disability category not included in the above list, as they may require more comprehensive services than those that can be provided through a Services Plan.

### Provision of Equitable Services

- LEAs are required to expend the proportionate share of federal IDEA funds to provide special education and related services to eligible parentally placed children with disabilities. This includes only **direct services to children**. Services may be provided directly by the LEA or by a contract with a third party.
- The services (including special education and related services) provided to parentally-placed private school children with disabilities:
  - a) must be provided by personnel meeting the same standards as personnel providing services in the public schools,

b) may be a different amount of services than children with disabilities in public schools receive,

c) must be described in a Services Plan developed through a meeting that the LEA must initiate and conduct.

d) must be provided either by employees of the public agency or through contract by the public agency with an individual, association, agency, organization or other entity.

e) must be secular, neutral, and non-ideological. This includes materials and equipment.

## Services Plan

- Each parentally placed private school child with a disability who has been designated by the Center School District to receive special education and/or related services must have a Services Plan, unless the parent refuses the provision of equitable services under a Services Plan.
- The Services Plan describes the specific special education and related services that the LEA will provide to the child.
- The LEA must ensure that a representative of the private school attends each meeting to develop the initial Services Plan or review the annual Services Plan. If the private school representative cannot attend, the LEA must use other methods to ensure participation, including individual or conference telephone calls. This will help ensure communication about the child's needs among key stakeholders.
- A Services Plan reflects only the direct services the LEA will provide to a parentally placed private school child with a disability who is designated to receive services. It must, to the extent appropriate, meet the applicable individualized education program (IEP) content requirements.
- The initial Services Plan will be developed within 30 days of a child being determined eligible for special education and related services.
- The Services Plan will be reviewed and revised at least annually, unless a request is made sooner by the parent or LEA.
- The **Special Education Services** provided by the Center School District will be identified in the Services Plan and may include the following:
  - Specialized Instruction or services to address any other related deficits of the student's disability
  - Speech Therapy
  - Language Therapy
- The **Related Services** provided by the Center School District will be identified in the services plan and may include the following:
  - Speech Therapy
  - Language Therapy
  - Occupational Therapy
  - Physical Therapy
- The **Supports for School Personnel** provided by the Center School District will be identified in the services plan and may include:
  - Teacher Consultation: The case manager from the LEA will be responsible for maintaining communication with the student's regular education teacher (or a designated representative

of the private school) regarding the services that will be provided by the LEA and the suggested accommodations/modifications, if any, that are identified in the Services Plan.

This communication will include:

- Providing a copy of the current Services Plan to the private school teacher when the initial services plan is developed, following each annual review, and at the beginning of each new school year.
- Contacting the regular education teacher (or a designated private school representative) to schedule the Services Plan meeting

**\*It is the responsibility of the private school teacher or a designated private school representative to share the Services Plan with relevant private school staff.**

- The methods to evaluate progress toward the goals identified in the Services Plan may include teacher or therapist observations, data collection, and student work samples, as appropriate.
- Each student with a Services Plan will receive a quarterly progress report. The following progress indicators will be used:
  - MP – Making Progress
  - MA – Maintaining
  - LTEP – Less Than Expected Progress
  - NI – Not Initiated
  - M – Met/Mastered
- Each student with a Services Plan must demonstrate regular attendance to receive his/her direct services, as stated in the Services Plan. Services for students who miss three (3) consecutive sessions without communicating with the primary service provider/case manager will be discontinued. The primary service provider/case manager will send a letter to the parent indicating the process for resuming services, which will include the parent contacting the service provider/case manager to reschedule the sessions.
- If parents choose to discontinue services and revoke their initial consent for services, they must notify the LEA of their intent in writing.

#### **Location of Services**

- The Missouri Constitution and case law prohibits the provision of personnel, services, materials and equipment on the premises of a private school, unless they are provided in a **neutral site**. The IDEA allows local school districts to provide services on the grounds of private schools but does not require that they do so. The IDEA permits school districts to meet their obligations to private school students by offering services at the local district. School districts may choose to provide services to private school students at a **neutral site**. This is a local district decision. If a local district decides to bring services to the children, and use a neutral site, then the district can use an analysis similar to that in Title I programs to determine “neutrality”.
- Special education and related services provided by the Center School District will be provided in a Center School District building. The location of the services will be dependent upon the availability of qualified personnel of a particular building to provide such services. Every attempt will be made to make the location as convenient as possible to the private school child. Services will be provided at a mutually agreeable time dependent upon the availability of qualified personnel of the Center School District building providing the services.

**Due Process**

- As private school students do not have an individual right to IDEA services, due process hearing procedures are inapplicable except on issues directly related to child find and evaluation.

**Contact Information**

Meagan Patterson, Director of Special Services  
8701 Holmes Road  
Kansas City, MO 64131  
(816) 349-3448  
[mpatterson@center.k12.mo.us](mailto:mpatterson@center.k12.mo.us)