



Child Find and parentally placed private school children

Lodi USD 23-24 SY



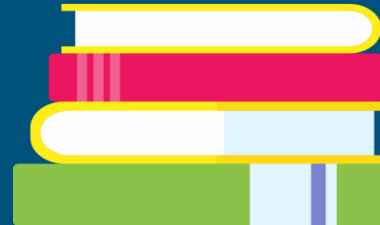
Agenda

- Child Find Obligations
 - Yearly notices & meeting information
 - Evaluation Process
 - IEP process
 - ISP process
 - Determination of proportional share
 - How consult process will operate
 - Who, where and by whom service will be provided
 - Survey
-

Child Find

The Child Find Program requires all school districts in California to locate, identify, and evaluate all children with a suspected disability, regardless of the severity of their disabilities, from birth to 21 years of age, inclusive, children not enrolled in public school programs, homeless children or who are wards of the state, children attending private, including private religious, elementary schools, and migrant children. Those who are in need of special education and related services shall be identified, located, assessed, and, if eligible, offered Free Appropriate Public Education (FAPE).

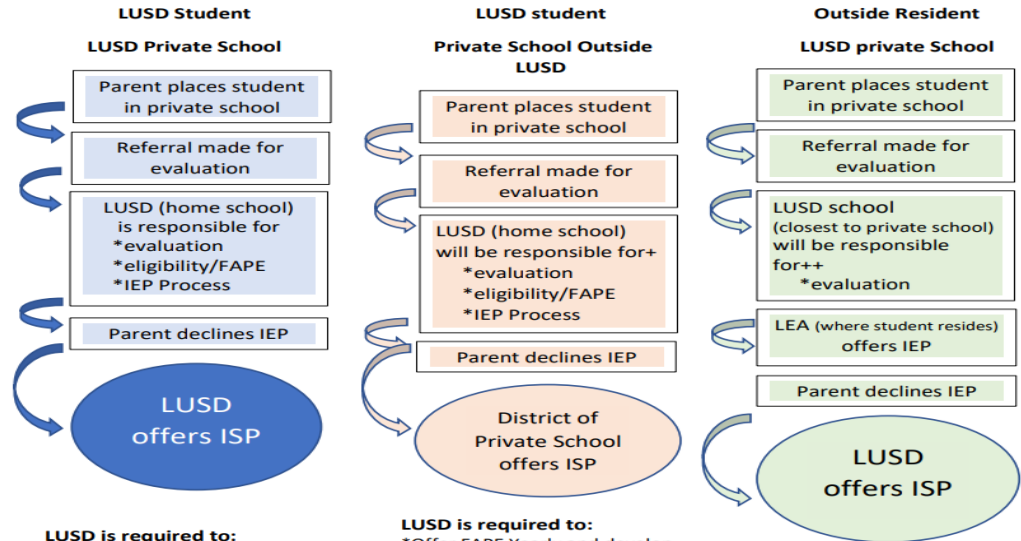
The district works in collaboration with other public agencies to assure that local private schools have been supplied with special education public information to help parents, teachers, and the community in general become aware of our child find obligations and special education opportunities that are available in the areas serviced by Lodi Area Special Education Region (LASER) SELPA.



Child Find cont.'

IDEA 2004 shifted the Child Find obligation relative to private school students from the district in which the student resides to the district in which the private school is located that the student attends. Lodi USD collaborates in conducting consultation with private school representatives in the area. As part of this consultation, private school representatives are informed about the Child Find mandate and the referral process for students suspected of having a disability who are attending private schools. The Child Find mandate is the same for all children, regardless of whether they attend public or private school. Private school representatives will also be surveyed regarding identified eligible students in their schools and this input is considered by the district in the determination of policies for provision of equitable services to private school students via an Individualized Service Plan (ISP).

LUSD Private School Guidance



LUSD is required to:

- *Offer FAPE Yearly and develop ISP if student continues at private school
- *evaluate every 3 years and offer FAPE
- *ISP are determined annually and not based on FAPE

LUSD is required to:

- *Offer FAPE Yearly and develop ISP if student continues at private school
- *evaluate every 3 years and offer FAPE
- *ISP are determined annually and not based on FAPE

+Although LUSD is not responsible for Child Find (evaluation and eligibility), it is best practice and LUSD preference to complete the evaluation and determine eligibility rather than develop an IEP using another LEA's evaluation and observations of the student. Please consult with your Program Specialist and/or Coordinator.

LUSD is required to:

- *Offer FAPE Yearly and develop ISP if student continues at private school
- *evaluate every 3 years and offer FAPE
- *ISP are determined annually and not based on FAPE

++ Although LUSD is not responsible for the IEP development and offer of FAPE, it is best practice and LUSD preference to complete the evaluation, determine eligibility and offer FAPE rather than having another LEA's develop the IEP. Please consult with your Program Specialist and/or Coordinator.

Program Overview



Step 1: Referral and Student Study Team (SST)

Referral information is collected and shared with appropriate school personnel. An SST meeting may be held to discuss the referral concerns and to make recommendations



Step 2: Assessment

If a special education assessment is recommended as necessary, parent must provide written consent before any assessment can begin. Appropriate school staff conduct the assessment



Step 3 : IEP Meeting

After assessment is completed, an IEP meeting is held to review the results and determine if special education services are necessary



Step 4: Individualized Education Plan (IEP)

If appropriate, an IEP will be developed by the team. Service delivery and placement locations discussions are part of this meeting.

Evaluation process



In reviewing the SST information (intervention data), the team may refer the child to be assessed for special education services and supports if the child is not showing improvement in areas of concern the team has identified.

1. Evaluation plan developed and sent to educational rights holder (s) to approve via signature of consent
2. The public school evaluators have 60 days from the date the evaluation form is returned to conduct and meet about the evaluations during an initial IEP meeting

Exclusionary factors

In general, to qualify for special education in California:

(i) the child must have one or more eligible disabilities; (ii) the disability must negatively affect her/his educational performance; and (iii) the disability must require special education and related services. Cal. Educ. Code §§ 56026(a)-(b).

California law also requires that the child meets certain disability criteria and age requirements. Cal. Educ. Code §§ 56026(c)-(d).

A child is not eligible for special education if the determining factor in the child's exceptional needs is a lack of appropriate instruction in reading or math, or limited English proficiency. 20 U.S.C. § 1414(b)(5); 34 C.F.R. § 300.306(b). A child may not be eligible for special education if his or her educational needs are primarily due to limited English proficiency, a lack of instruction in reading or math, temporary physical disabilities, social maladjustment, or environmental, cultural, or economic factors. Cal. Educ. Code § 56026(e).

IEP Process

Present levels



Goals



Services



Placement

IEP Team convenes to discuss evaluation results.

1. Review evaluation reports and recommendations
2. Information page/eligibility determination
3. Present levels of Performance
4. Goals
5. Services & accommodations
6. Placement
7. Special factors
8. Assessments

ISP

The ISP meeting can begin after the IEP meeting is concluded and the educational rights holder declines the initiation of special education services

An Individual Service Plan (ISP) is the mechanism used to provide services for a student in a parentally placed private school.

- An ISP is not an offer of FAPE
- Goals are not a mandatory part of an ISP
- ISP services mimic (to the extent of proportional share) what would have been offered via an IEP.
- Proportional share amount changes every year. The calculation is dependent on the amount of funds received by the Federal Government and by how many students that are eligible for an ISP are parentally placed in private schools within Lodi USD boundaries

Proportional Share

- The Federal Government allocates funds to districts specifically for parentally placed private school students who qualify for special education services
- Proportional share amounts fluctuate from year to year
- Amounts are based off of the number of parentally placed private school students who qualify for IEPs should they enroll in the District
- The “count” is taken every **October**
- Service provider costs are based on the average salary and benefits

Private School Service Questionnaire



- Yearly the Coordinator who oversees parentally placed private school students and ISPs will send out a questionnaire asking for information and feedback regarding your students
 - The questionnaire helps direct the district in developing what services will be offered for the year to students with ISPs
-

Services

Students with disabilities enrolled in private schools by their parents do not have an individual right to receive some, or all, of the special education and related services they would receive if enrolled in public school.

Equitable services for students with a disability that are parentally placed in a private school are outlined in a student ISP.

The following services are available, if needed, to students whose parents continue their enrollment in private schools and who are eligible for special education in accordance with state and federal laws and regulations:

1. Speech and language therapy.
2. Training from Lodi SELPA for private school teachers.
3. Consultation with Lodi SELPA staff.
4. Provision of assistive technology or other appropriate equipment.
5. Other items as recommended in the student's ISP.

The services will be provided until the proportional share of funding is expended for the year. The determination of proportionate share is calculated yearly based on federal funds available and number of students in Lodi SELPA in

private schools.
