



Timely and Meaningful

May 2026



PRESENTATION PURPOSE



Annual Consultation Requirements

Local school districts must consult annually with representatives from:

- Private schools within district boundaries
- Parents of private school students with disabilities
- Parents of homeschooled students with disabilities

Required Review Components

1. **Child Find Process:** Procedures for identifying eligibility.
2. **Proportionate Share:** Determination of Federal Part B funds.
3. **Meaningful Participation:** Opportunities for services.
4. **Allocation & Proposals:** Services and nonpublic representative input.

IDEA 2004, §612(a)(10) ensures:



1. LEA Assurances to U.S. Department of Education

Local school districts must ensure opportunities for parentally placed private school students to:

- **Access special education:** Students may equitably participate in services.
- **Access identification:** Procedures for identifying special education eligibility.

2. Equitable Services

The LEA must conduct **child find**, determine proportionate share of **Federal Part B funds**, and provide equitable services to students with disabilities in private schools within LEA boundaries, regardless of resident school district.



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*.

Scope & Eligibility

This refers to privately operated **elementary and secondary schools (K-12) only**.

Exclusions:

- Facilities without an elementary or secondary school curriculum.
- Facilities not leading to a **state-recognized diploma**.



The term “**Child Find**” is given the definition provided in *Section 612(a)(3) of IDEA 2004*.

Core Mandate & Activities

Child Find, as set forth in **IDEA 2004**, is directed to activities ensuring preschool and school aged children with disabilities are:

- Identified, located, and evaluated.
- Assessed through a practical, implemented method.
- Determined to be receiving needed special education and related services.

DISTRICT - RESIDENT & SERVING

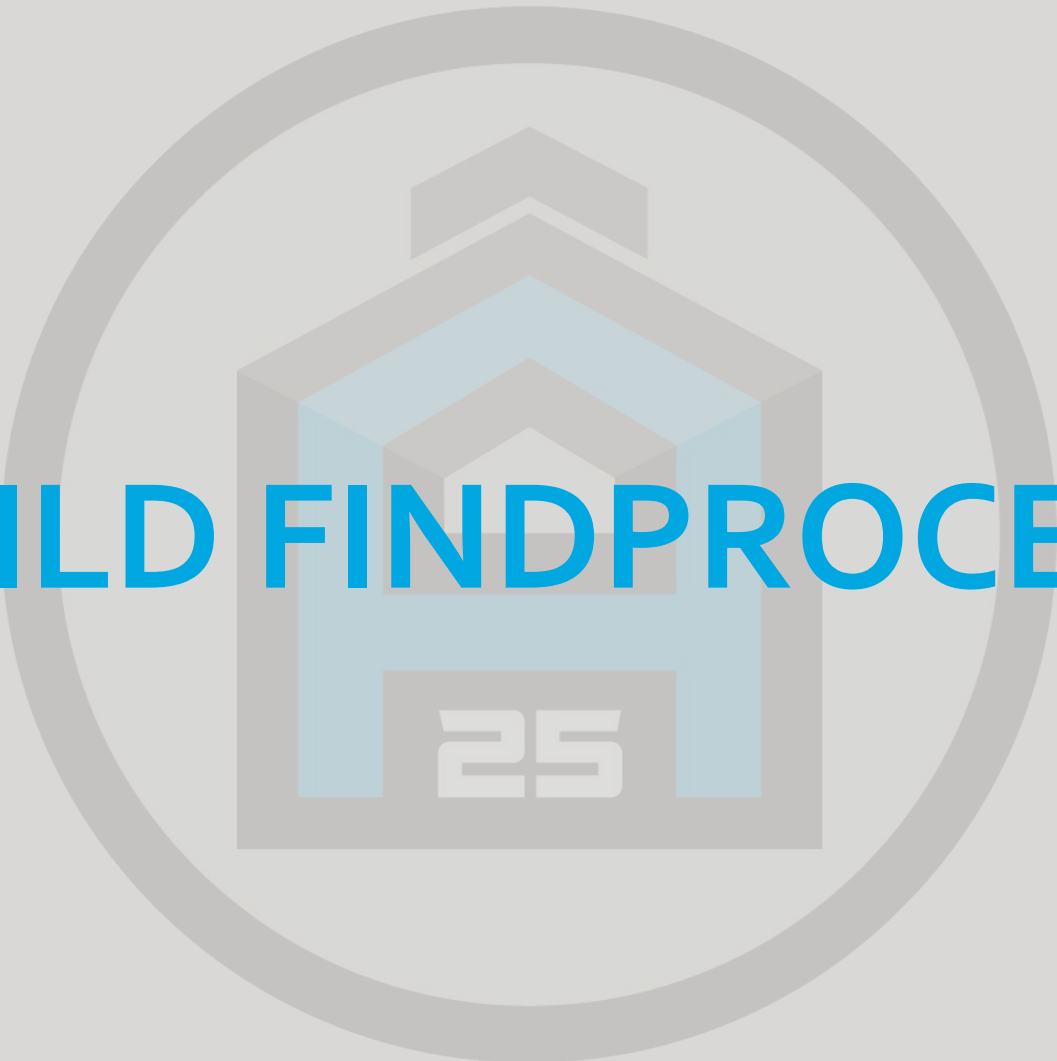


Resident District:

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.



CHILD FIND PROCESS

CHILD FIND - EVALUATION PROCESS



1

Request for Consideration

Private school educational team or parents may request an evaluation through AHSD25.

- Private school team must request a release of information from parents prior to sharing student info.

2

Referral Paperwork

Educational team must complete the referral paperwork packet. AHSD25 will review and may request additional information.

3

Decision & Response

The Assistant Superintendent reviews the request. If data suggests a disability requiring special education, evaluation is granted with referral packet sent to AHSD25 team to prepare Consent for Evaluation.

CHILD FIND - EVALUATION PROCESS



4

Consent for Evaluation

AHSD25 team reviews data and completes Consent for Evaluation paperwork (e.g., domain paperwork) to share with parents and private school representatives.

5

Evaluation Timeline

Upon receipt of signed parental consent, AHSD25 must complete evaluations within 60 school days.

6

Eligibility Determination

Evaluation results are shared, and a meeting is scheduled with the AHSD25 team, parent, and private school representative to determine special education eligibility.

CHILD FIND - EVALUATION PROCESS



Challenges to Identification

Under 34 CFR § 300.140(b), parents of private school students may challenge the identification of the student as eligible for special education.



Limitations on Due Process

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

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Three Key Data Elements for IDEA Flow Through Calculations

- Base year
- Total public and non-public enrollment
- Poverty



Reporting Requirement (ISBE 87-01)

The non-public enrollment component is currently voluntarily reported via the Non-Public Registration Enrollment and Staff Report.

PROPORTIONATE SHARE CALCULATIONS



IDEA	FY 2023	FY 2024	FY 2025	FY 2026
Flow-through	\$85,640	\$95,772	\$92,025	\$82,156
Pre-school	\$1,767	\$1,638	\$2,108	\$1,376
Total Funds	\$87,407	\$97,410	\$94,133	\$83,532



MEANINGFUL PARTICIPATION

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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



ALLOCATION OF SERVICES

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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.



Student Capacity Limit

Per ASHA and Illinois law, a 1.0 FTE SLP may not serve more than 60 students at any point in time.



Service Locations

Services provided at AHSD25 Schools or if space permits at St. James, Our Lady of the Wayside, St. Peter Lutheran Schools.



Excess Funds Allocation

Used to purchase materials and supplies to support participating students.



Service Schedule

Provided during the school day, following the AHSD25 calendar.

ALLOCATION OF SERVICES



K-8 Student Services

Students who are homeschooled or attend other private/parochial schools will receive services at AHSD25 Schools with parent provided transportation or if space permits at St. James, Our Lady of the Wayside, St. Peter Lutheran Schools.

Preschool Services

Preschool services will be provided at AHSD25 Early Childhood Program at Greenbrier Elementary School with parent provided transportation.



CONSIDERATION OF PROPOSALS

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AHSD25 Assistant Superintendent of Student Services will:

- 1. Review:** new direct service proposals from officials of the private schools within 2 weeks of receiving them
- 2. Meet:** to discuss new proposals with representatives from the participating schools
- 3. Work:** with the representatives to come to agreement on changes to services
- 4. Respond:** in writing if it disagrees with the proposal

REQUIRED NEXT STEPS

DOCUMENTATION OF TIMELY & MEANINGFUL



Each LEA must retain copies of the following documents:

- List of Nonpublic Schools and Homeschooling Parents
- Invitation Letters
- Newspaper Advertisements
- Attendance Lists, Meeting Agendas, and Handouts
- Attestation Forms

Provide these documents to ISBE if requested.

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.

Grounds for Complaint:

- 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 district decision-making if the process of timely and meaningful consultation was followed.

ISBE will investigate and issue a decision in accordance with required timelines.

Dr. Becky FitzPatrick

AHSD25

COMPLETE Title III Forms



Consultation Participation Form

This non-public form was emailed to your point of contact earlier.

Need Assistance?

If you need another copy or have questions, please contact:

Ms. Shab Poloz



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





QUESTIONS

Thank you for participating!

Contact: Diane Kaffka DKaffka@sd25.org 847.758.4875