

## Documentation of Public/Private Consultation with Representatives of Parentally-placed private school children with disabilities

The Individuals with Disabilities Education Act (IDEA) requires timely and meaningful consultation among the public school district, officials of private schools, and representatives of parents of parentally-placed private school children with disabilities within their jurisdiction. To ensure that this consultation meets all of the requirements of the IDEA, districts are encouraged to document decisions made during the consultation process on the attached pages and to share the completed plan with the private school representatives involved in the consultation. The completed document may be made available to both public school parents, officials of private schools and parents of students attending private schools within the jurisdiction of the public school and the general public via the district's website. This document may also be used during the district's special education monitoring held in conjunction with the Missouri School Improvement Program (MSIP) or a documentation request in connection with a Child Complaint investigation.

To ensure that the timely and meaningful consultation required by the IDEA occurs, the local educational agency, or the State educational agency where appropriate, must consult with private school representatives and representatives of parentally-placed private school children with disabilities during the design and development of special education and related services for children with disabilities on the required topics listed below. At least annually, local districts in Missouri are required to consult with private school officials and representatives of parents of private school students with disabilities. This consultation may take place either in a face-to-face meeting or through other means such as a teleconference or videoconference. Ongoing consultation is encouraged to ensure that all eligible private school children are identified throughout the year and have an opportunity for equitable participation in special education services. Note that an annual consultation may not be adequate. Consultation may need to occur more frequently throughout the year to ensure timely and meaningful consultation during the design and development of special education and related services for parentally placed private school children with disabilities. The following topics must be discussed during the consultation process:

- the child find process and how parentally placed private school children suspected of having a disability can participate equitably in special education and related services, including how parents, teachers and private school officials will be informed of the process
- The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including determination of how the amount was calculated
- the consultation process among the local educational agency, 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 private school children with disabilities identified through the child find process can participate in special education and related services
- How, where and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such funds will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made;
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- How such services will be apportioned if funds are insufficient to serve all children and
- If the local educational agency disagrees with the views of the private school officials on the provision of services or types of services, whether provided directly or through a contract, how the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

Note: Parentally-placed private school children include children in private, parochial and home schools.

The Public/Private School Meeting began at 1:00 on 8-15-11 with introduction of members in attendance. Those in attendance included: Erin Oligshlaeger, Director of Special Education, Barbie Criswell, Elementary Process Coordinator, Grace Durham, Early Childhood Process Coordinator, and Melody Smith, BMS Process Coordinator, and Gary Littrell, Principal at St. Peter's Catholic School.

Mrs. Oligschlaeger presented the proportionate share calculation sheet for review. The proportionate share allocated for the 2011-2012 school year is \$14,596.55. It was shared that \$8,704.23 is the carry over amount from last year.

Barbie Criswell then asked the following questions to the members and the following points of discussion were concluded:

**Describe the points of discussion during the consultation process for each topic listed below:**

1. How can parentally-placed private school children suspected of having a disability participate equitable in special education and related services?

The attendees agreed to continue the policies that have been implemented from the past in that all have equitable access to the services Marshall Public Schools (MPS) provides. MPS opens all doors for ESL, gifted, and special education referrals, services, screening services for all children birth through five years of age. MPS also provides procedural safeguards to students who attend private schools. Attendees were assured there is no cost for evaluations conducted by MPS.

2. How will parents, teachers, and private school officials be informed of the process for locating, identifying and providing services to parentally-placed private school children?

The attendees agreed that notices are placed in the local newspaper, local radio station ads, Parent-As-Teachers newsletter, and the Marshall school district website stating all information regarding the identification and providing services to parentally-placed private school children.

3. What is the amount of funds available to provide services to parentally-placed private school children with disabilities and how was that amount calculated [see DESE calculation worksheet]?

Mrs. Oligschlaeger reported that the total amount of \$14,596.55 is available for the 2011-2012 school year. Carry over amounts totaled \$8,704.23 was not used from the previous year. The amount available this year is \$5,892.32.

4. How will the process operate throughout the school year to ensure that parentally-placed private school children with disabilities identified through the child find process can participate in special education and related services?



The starting date of services will be Monday, August 29. Transportation will be provided by the MPS district. A MPS 2011-2012 school calendar was given to Mr. Littrell and he will submit a St. Peter's 2011-2012 school calendars to us for distributing to needed staff members. He will also submit email addresses of his staff and secretary to be used for any cancellations or changes in scheduled services. Barbie Criswell and Melody Smith will provide an in-service to St. Peter's staff regarding the referral process on August 24 at 3:15 at St. Peter's school. Weekly Mass schedules were shared with Pre-school to 4<sup>th</sup> grade on Tuesday and 5<sup>th</sup> to 8<sup>th</sup> going on Thursday.

# Documentation of Consultation:

## Participants

Name	Role	Agency Name	Method of Participation	Date
<i>E. Maguire</i>	<i>Director of Special Services</i>	<i>MPS</i>	<i>In Person</i>	<i>8/15/11</i>
<i>Maria Quinn</i>	<i>CIC</i>	<i>MPS</i>	<i>In person</i>	<i>8-15-11</i>
<i>Melody Smith</i>	<i>Proc. Coordinator</i>	<i>MPS</i>	<i>In person</i>	<i>8-15-11</i>
<i>[Signature]</i>	<i>St Peter's Principal</i>	<i>St Peter's Catholic</i>	<i>In Person</i>	<i>8/15/11</i>
<i>Bonnie Crisell</i>	<i>Proc. Coordinator</i>	<i>MPS</i>	<i>In Person</i>	<i>8-15-11</i>