Parentally Placed Private School Student (PPPSS) Annual Consultation Meeting

April 27, 2022

Introductions

Lou Coleman, Instructional Specialist

Private School Programs-Exceptional Student Education

Susan Kennedy, Teacher on Assignment

Private School Programs-Exceptional Student Education

James Barringer, Coordinator

School Psychological Services

Cindy Garber, Instructional Specialist

Gifted Education

Connie Sphire

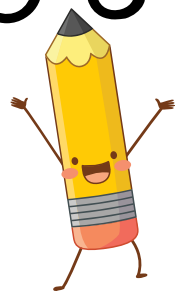
IDEA Grant Specialist

Lauren Laggner

Child Find Specialist

Agenda

- Review of District Responsibilities
- Child Find Procedures
- Federal Funds to Serve Private School Students with Disabilities
- Special Education and Related Services for Parentally Placed Private School Students (PPPSS)
- Reminders
- Affirmation of Consult and Private School Input Request
- Questions



What is Consultation?

Consultation is the process by which school districts engage in timely and meaningful discussion with private school representatives and representatives of parents of parentally-placed private school students to make decisions regarding the services that will be provided in order to ensure equitable participation of eligible private school students in federally funded special education and related services. In accordance with 34 CFR §300.134, the consultation process must address the following:

The child find process and how parentally-placed private school children suspected of having a disability can participate equitably, 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 students, and how the amount was calculated.

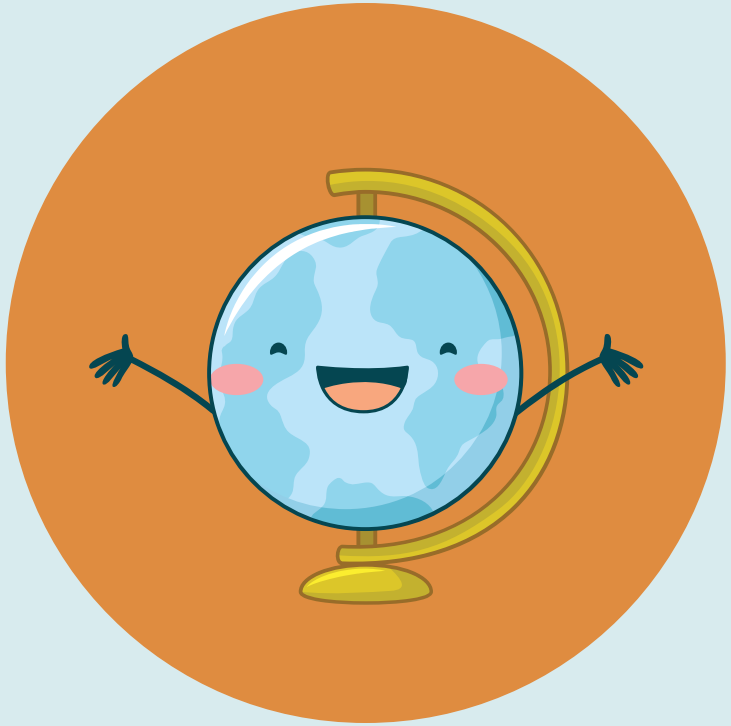
How the consultation process will operate throughout the year, including when the private school should expect meeting notices.

How, where, and whom special education and related services will be provided, either directly or through contract, including direct services and alternate service delivery mechanisms; how such services will be apportioned if funds are insufficient to serve all students, and how and when these decisions will be made.

How, if the school district disagrees with the views of the private school officials, the district will provide a written explanation of the reasons why the district chose not to provide services directly or through a contract.

School District's Obligations to Parentally Placed Private School Students with Disabilities

The requirements related to parentally-placed private school students with disabilities under the Individuals with Disabilities Education Act (IDEA) are found in sections 300.130 – 300.144, Title 34, Code of Federal Regulations (CFR). The corresponding state requirements are found in Rule 6A-6.030281, Florida Administrative Code (F.A.C.).



In general, IDEA requires that school districts:

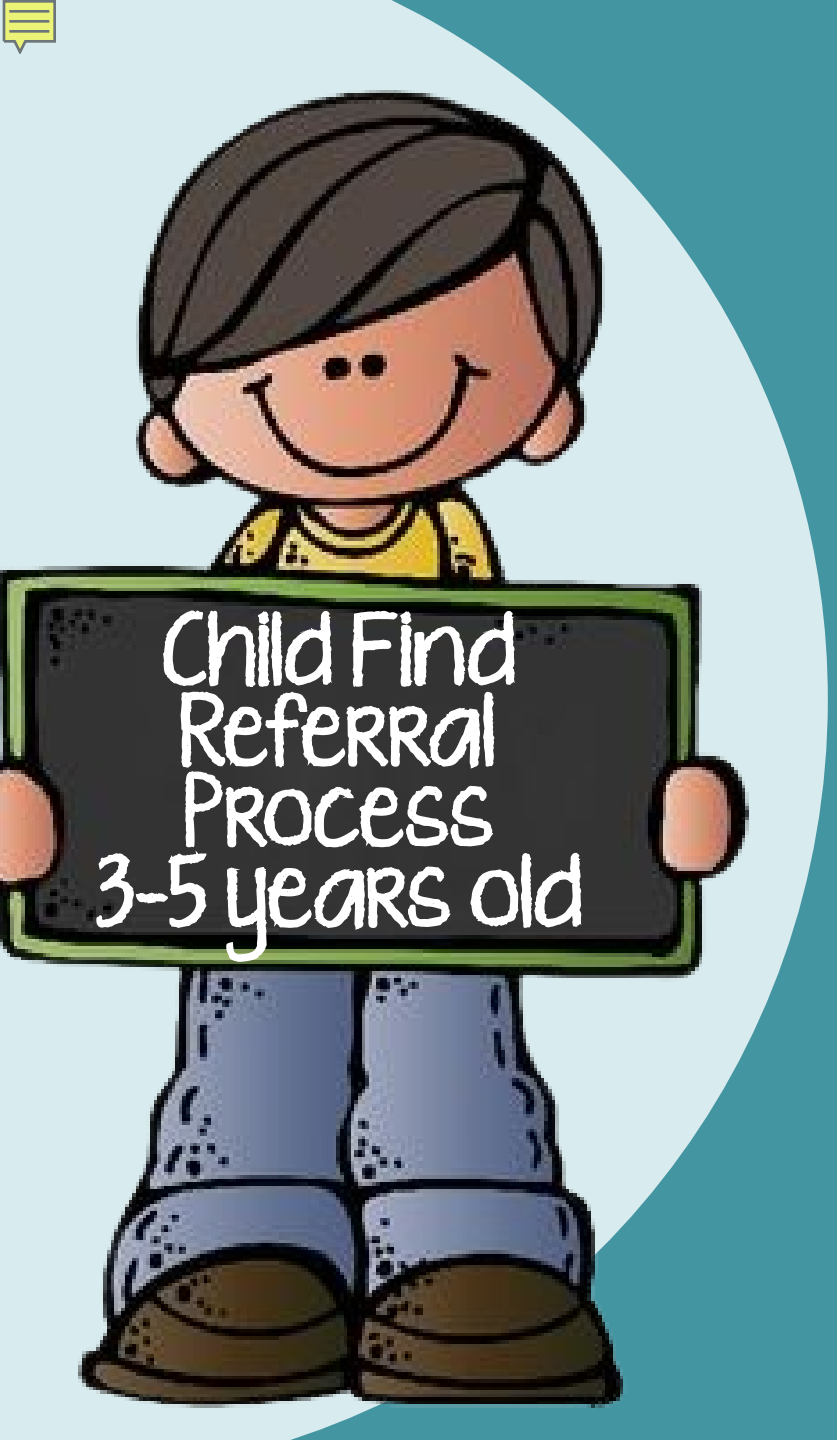
- Consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for these students (34 CFR §300.134)

- Conduct child find activities to locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district (34 CFR §300.131)

- Provide opportunities for the participation of eligible students with disabilities in programs assisted by or carried out under Part B (34 CFR §300.132)

- Expend a proportionate amount of the Part B funds for providing special education and related services to parentally-placed private school students with disabilities (34 CFR §300.133)

Child Find Referral Process



1. Concerned parent or school may refer students to child find for a free developmental screening.
2. Schedule screening appointment and discuss records if available.
3. Once screening is completed Child Find team may refer student for further evaluations
4. Or team may refer parents to community resources.

Volusia County School District is responsible for locating, identifying, and evaluating students enrolled in private schools who are suspected of having a disability.

All evaluations for students suspected of having a disability are free of charge to the parent.

The referral for this evaluation is made by the parent or private school representative to the private school office.

The private school office assists the private school with the PST Problem Solving Team process, interventions, and data collection as appropriate.

Once the requested evaluations and interventions are completed, an Eligibility Meeting will be scheduled and held by the District Placement Specialist at the student's zone school.

Private School K-12 PST/MTSS Referral Procedures

1

Student Referral:
Parent and/or private school representative may refer a student for evaluations by contacting the VCS Private School office.

2

Scheduling PST Meeting:
The VCS Private School office will contact parent and private school to schedule a PST meeting. The meeting will be held within 30 days of evaluation request.

3

Information Gathering:
The VCS Private School office will email PST packet to parent and private school. Private school to complete PST 1, 2, & 3 and return
to Private School office. Parent to complete Parent Input Form and return to Private school office.

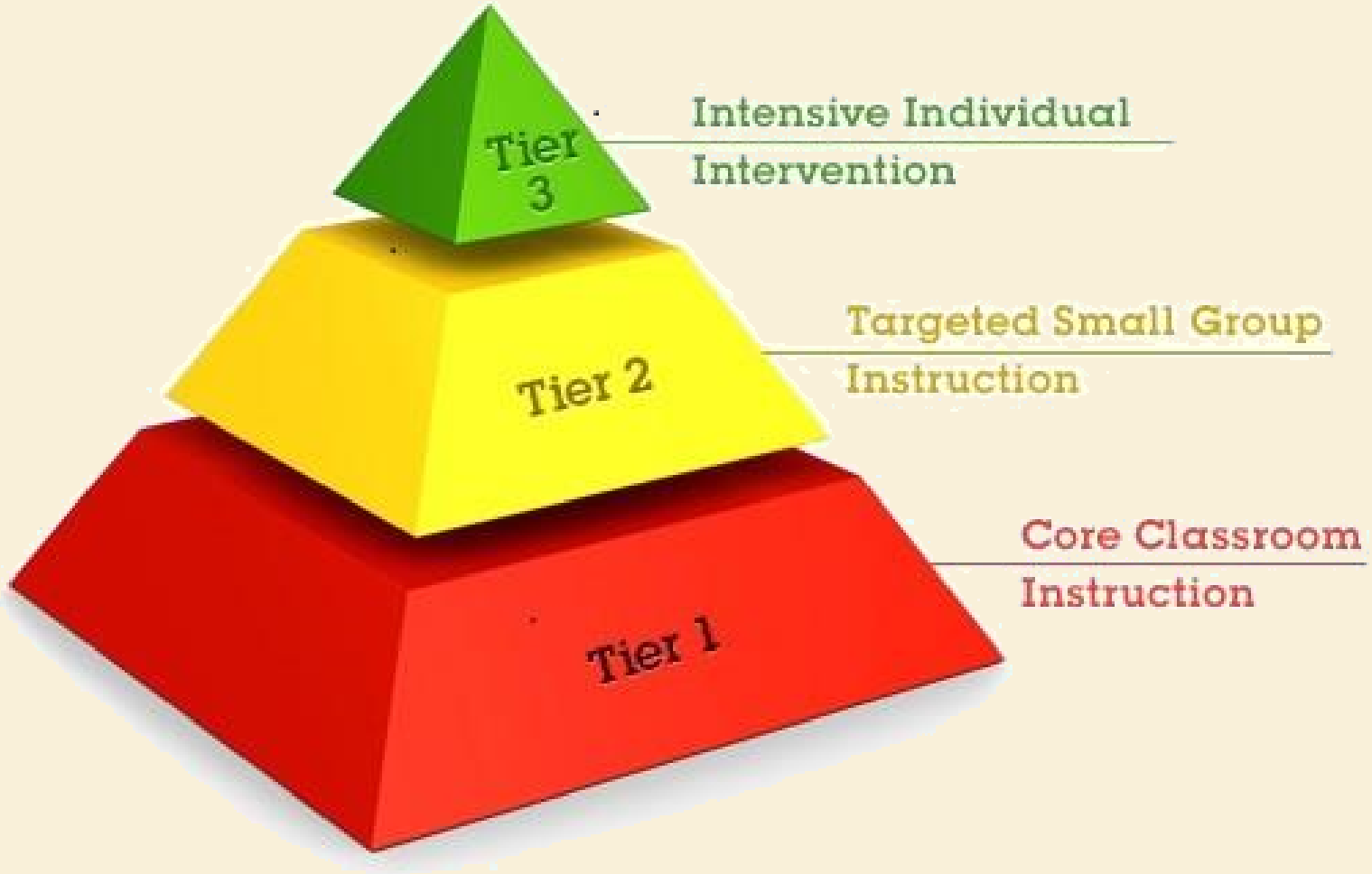
4

The PST Meeting:
The PST Team will discuss parent and private school concerns, review submitted PST forms and parent input. If determined appropriate, the team will complete PST 4 and request parent consent for screenings and/or formal evaluations.

5

Evaluations and Eligibility Determination:
VCS evaluators will complete evaluations. The student's zone school District Placement Specialist will contact parent to schedule the Eligibility Determination meeting. If student is found eligible for ESE services, an IEP will be offered. Parent will be provided with information for accessing Speech/Language Services via a Services Plan, when indicated.

Multi-Tiered System of Supports



What is your "core" curriculum?

For example, VCS will be using Benchmark Advance by Benchmark Education Company.

Steps of Problem Solving RtI

Problem Identification

Analysis of the Problem

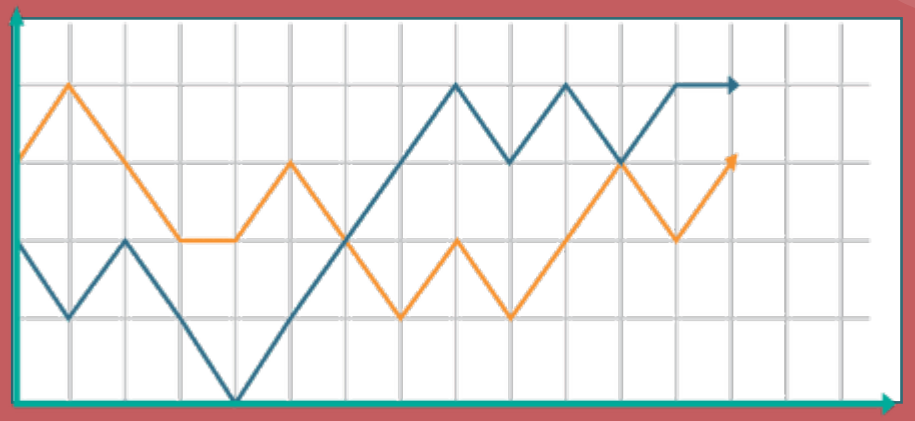
Intervention Implementation

Response to Instruction/Intervention (RtI)

Problem Identification

What we need to identify the problem:

- Know end of year curriculum standards/expectations
- Baseline/benchmark data in area(s) of concern (e.g., diagnostics)
- Reading Decision Rules (at elementary level)
- Use grade level and course expectations (at secondary level)
- Behavior- compare the student's behavior to those in the classroom, and grade level peers. Review the student's records to see if the behavior(s) is happening across settings, or just in your classroom.



Analysis of the Problem

How do we know why the problem is occurring?

Hypothesis Domains	Examples
I Instruction	Frequency of interaction, reinforcement, pace/presentation style, clearly defined learning objectives, criteria for success (academics/behavior), variety of practice activities, progress monitoring
C Curriculum	Difficulty, presentation, length, format, relevance, pacing of curriculum, school improvement team curriculum benchmarks
E Environment	Peers (expectations, reinforcement, values, support, interaction), classroom (rules, distractions, seating, schedule, physical plant), home/family support, task pressure, routines, equipment, furniture
L Learner	Skills, motivation, health, prior knowledge, academic/behavior performance data

Hypothesis and Goal Development

Once the problem has been identified and analyzed:

- Select an appropriate hypothesis and goal(s) from those available or develop own (e.g., The problem is occurring because… and In 8 weeks, Jane Doe will…)
  - ✓ Use the decision rules and ORF ambitious growth rate to determine appropriate reading fluency goals at the elementary level
  - ✓ Make sure hypothesis and goal is educationally relevant.
- Both should be observable and specific.

- If it's a phonics deficit, the goal should include phonics **and** fluency

Intervention Implementation: How do we intervene?

Reading-

- Intervention Central- https://www.interventioncentral.org/
- What Works Clearing House- https://ies.ed.gov/ncee/wwc
- FCRR- https://www.fcrr.org
- PBIS World- http://www.pbisworld.com

Intervention:

- Done with integrity and fidelity
- Scaled for intensity
- Given sufficient time

The purpose is to **INCREASE** ***success in*** **CORE!**

Intervention vs Accommodation

- Intervention is **targeted** researched or evidence-based **instruction** that is based on student needs that is **beyond core instruction**.

Examples:

Check-in/Check-out
SIPPS
Cover-Copy-Compare
Working with school counselor

- Accommodation is a **change** to the teaching or testing procedures to provide a student with *equitable* access to information and to create an *equal* opportunity to demonstrate knowledge and skills.

Examples:

Proximity to teacher
Additional time
Oral dictation of knowledge

Response to Intervention
Is it working?

On-Going Progress Monitoring…data collection.

- Informs and improves instructional planning and student outcomes
- Allows earlier decision making (is a change needed in the intervention?)
- Clearly shows the students progress in comparison to a set expectation/goal
- Visual representation (graphing)
- Academics and behavior

- Assess at equal intervals
- Record DATES and SCORES

Questions

Private School Gifted Testing Process

* Parent/teacher suspects student may be gifted

* Parent speaks with teacher/school principal

* School refers to Gifted Screening Criteria Checklist to ensure that each of the required criterion are met (Criterion 1 is necessary for any private school student in Grade 3 and higher. Since private schools do not administer the NNAT3 test, a K-Bit2 score of at least 115 is required.)

Gifted Screening Criteria Checklist
Gifted Creative Positives Checklist

* All completed referral paperwork is sent to Debra Lane in the Gifted Office. She may be reached at dwlane@volusia.k12.fl.us or (386)734-7190 X44013

Private School Gifted Testing Process

VOLUSIA COUNTY SCHOOLS

Gifted Screening Criteria Checklist

Student Name: _____

Student ID: _____ Birthdate: _____

School: _____ Grade: _____

Determine if the student has been previously evaluated. If NO, proceed to Criterion 1. If YES and there is (a) no more than one previous evaluation with (b) a global score of 124 or higher, and (c) the evaluation was completed at least 12 months prior, proceed to Criterion 1. If (a)-(c) have not been obtained, do not proceed.

GRADES K through GRADE 2 (Prior to NNAT score availability): A total of two (2) points are required. This point requirement remains throughout second grade, until NNAT results are available. Data demonstrating a need for accelerated curriculum in reading and/or math must be demonstrated and documented on Criterion 5. **Note: Points from criterion 3 and 5 are required.**

GRADES 2 POST NNAT and GRADE 3: A total of at least 2 points must be obtained. **Note: Points from criterion 1 and 5 are required.**

GRADE 4 AND ABOVE: A total of seven (7) points, some of which must come from Criterion 1 and 2, is needed for a student to be eligible for referral. **Note: Points from criterion 1 and 2 are required.**

DIRECTIONS:

Provide information by circling the points earned.

Criterion 1	Points Earned
NNAT or another similar screener	
135 – Above	5
130 – 134	4
125 – 129	3
120 – 124	2
115 – 119	1

Criterion 2	
FSA: ELA, Math, or ELA and Math =	**Points Earned**
Level 5 + Level 5	10
Level 5 + Level 4	9
Level 5 + Level 3	8
Level 5 + Level 2	7
Level 5 + Level 1	6
Level 4 + Level 4	8

For students with no FSA score, other measures may be applied. Contact Gifted Office for assistance.

Criterion 3	Points
Checklist of Creative Positives, Torrance – **Above Third Quartile (45 points or above)**	1

Criterion 4 (optional)	Points
Environmental Indicator	
LEP	1

Criterion 5	Points
i-Ready (or similar instrument) ELA or Math data indicating that a student is performing in the **90th percentile or above**.	1

Total Scores for Each Criterion:	
Total for Criterion 1:	
Total for Criterion 2:	
Total for Criterion 3:	
Total for Criterion 4:	
Total for Criterion 5:	
Total Criteria Score:	

_____ Signature of Person(s) Completing Form

_____ Date

Revised: 10/2020
Owner: Exceptional Student Education

Copy: Cumulative Folder/ESE Folder

Form # 2002-071
Print Locally

School District of Volusia County, FL
Student Services

CREATIVE POSITIVES CHECKLIST

Guideline: This checklist is used to estimate a student's creative ability when he/she is screened for the gifted program.

Directions: One checklist will be given to three teachers, one at a time, who know the student's abilities. Each teacher checks the characteristics that he/she has observed in the student. If an item has been checked once, that is sufficient. The second and third teachers merely add checks to the same sheet. Once an item is checked, it remains, regardless of what subsequent raters have observed.

Scoring: To score the checklist, simply count the number of items checked to find the raw score. Use the raw score in the table to find the number of points one has for creativity.

1. **Ability to express feelings and emotions**

___ Expresses feelings and emotions facially
___ Expresses feelings and emotions by body gestures
___ Expresses feelings and emotions in writing
___ Expresses feelings and emotions in discussions
___ Expresses feelings and emotions in role playing
___ Expresses feelings and emotions in dramatics
___ Expresses feelings and emotions in dance and/or creative movement
___ Expresses feelings and emotions in visual art media
___ Expresses feelings and emotions in music and rhythm

2. **Ability to improvise with materials**

___ Makes toys from commonplace materials
___ Uses commonplace materials to modify toys
___ Makes games from commonplace materials
___ Uses commonplace materials for home purposes
___ Uses commonplace materials for school purposes
___ Uses commonplace materials in "inventions"
___ Uses commonplace materials in music and rhythm

3. **Articulateness in role playing and storytelling**

___ Role playing becomes very involved and life-like
___ Expresses ideas in role playing
___ Responds at empathic level toward others in role playing
___ His storytelling arouses interest
___ Becomes very involved in storytelling
___ Engages in fantasy in storytelling

4. **Enjoyment of and ability in visual art**

___ Experiences real joy in drawing
___ Experiences real joy in painting
___ Experiences real joy in sculpture
___ Experiences real joy in other visual art activities
___ Understands subject matter by "drawing it"
___ Communicates skillfully through drawings
___ Communicates skillfully through painting
___ Communicates skillfully through sculpture
___ Makes others see something new through visual arts

5. **Enjoyment of and ability in creative movement, dance, dramatics, etc.**

___ Experiences deep enjoyment in dance and/or creative movement
___ Experiences deep enjoyment in creative dramatics
___ Becomes completely absorbed in dance and creative movement
___ Can elaborate ideas through creative movement and/or dance
___ Movement facilitates learning and understanding
___ Creative drama facilitates learning and understanding ideas, events, concepts
___ Creates own style of movement, dance, etc.

6. **Enjoyment of and ability in music, rhythm…**

___ Writes, moves, works, walks with rhythm
___ Rhythm facilitates learning of skills
___ Rhythm facilitates learning and understanding ideas, events, concepts
___ Creates songs
___ Creates music
___ Can interpret ideas, events, feelings, etc., through rhythm
___ Can interpret ideas, events, feelings, etc., through music

7. **Expressive speech**

___ Speech is colorful
___ Speech is picturesque (suggests a picture, etc.)
___ Speech includes powerful analogies, metaphors
___ Speech is vivid (lively, intense, penetrating, etc.)
___ Invents words to express concepts new to him

Federal Funds to Serve Private School Students

IDEA Proportionate Share Funds Calculation for Eligible Private School Preschool Students 3-5

IDEA Proportional Share Budget Calculation for Eligible Private School Students ages 3-5	
# Students with Disabilities in Public Schools	429
# Students with Disabilities in Non-Profit Private Schools	5
# Students with Disabilities in Volusia County	434
Total Federal Fund Allocation 2020-2021	$361,838.00
IDEA, Pre-School, Proportionate Share Allocation	$4168.64

IDEA Proportionate Share Funds 2021-2022 Eligible Private School Students Ages 3-21

IDEA Proportional Share Budget Calculation for Eligible Private School Students ages 3-21	
# Students with Disabilities in Public Schools	11,230
# Students with Disabilities in Non-Profit Private Schools	242
# Students with Disabilities in Volusia County	11,472
Total Federal Fund Allocation 2020-2021	$14,963,369.00
IDEA, Part B, Proportionate Share Allocation	$315,649.87

IDEA ARP Proportionate Share Funds Calculation for Eligible Private School Preschool Students 3-5

IDEA Proportional Share Budget Calculation for Eligible Private School Students ages 3-5	
# Students with Disabilities in Public Schools	429
# Students with Disabilities in Non-Profit Private Schools	5
# Students with Disabilities in Volusia County	434
Total Federal Fund Allocation 2020-2021	$218,194.00
IDEA, Pre-School, Proportionate Share Allocation	$2,513.76

IDEA ARP Proportionate Share Funds 2021-2022 Eligible Private School Students Ages 3-21

IDEA Proportional Share Budget Calculation for Eligible Private School Students ages 3-21	
# Students with Disabilities in Public Schools	11,472
# Students with Disabilities in Non-Profit Private Schools	242
# Students with Disabilities in Volusia County	11,472
Total Federal Fund Allocation 2020-2021	$3,332,376.00
IDEA, Part B, Proportionate Share Allocation	$70,295.94

What are Appropriate Expenditures when Satisfying the Proportionate Share Requirement?

Appropriate Expenditures

- Appropriate expenditures include costs associated with providing special education and related services for parentally-placed private school students with disabilities.
- Applicable expenditures may include staff development and training, equipment for students with disabilities, and instructional materials and supplies for students with disabilities.
- Costs must be allocable to providing special education and related services for students with disabilities enrolled in private schools.

What are Appropriate Expenditures when Satisfying the Proportionate Share Requirement?

Appropriate Expenditures

Requirement that funds not benefit a private school:

- A school district may not use funds provided under the IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school. The school district must use funds provided under Part B of the IDEA to meet the special education and related services needs of parentally-placed private school students with disabilities, but not for the needs of a private school or the general needs of the students enrolled in the private school.

American Rescue Plan (ARP) Funds

Appropriate Expenditures

What are Appropriate Expenditures when Satisfying the Proportionate Share Requirement?

Requirement that funds not benefit a private school:

- A school district may not use funds provided under the American Rescue Plan to finance the existing level of instruction in a private school or to otherwise benefit the private school. Funds may be used for all allowable purposes under Part B of IDEA and are subject to all requirements and provisions that apply to IDEA funds, including requirements and provisions under IDEA, EDGAR, and the OMB Uniform Guidance.

- Funds are available for obligation by SEAs and LEAs between July 1, 2021, and September 30, 2023, and must be liquidated by January 28, 2024.

Suggestions from Private Schools for ARP Funds

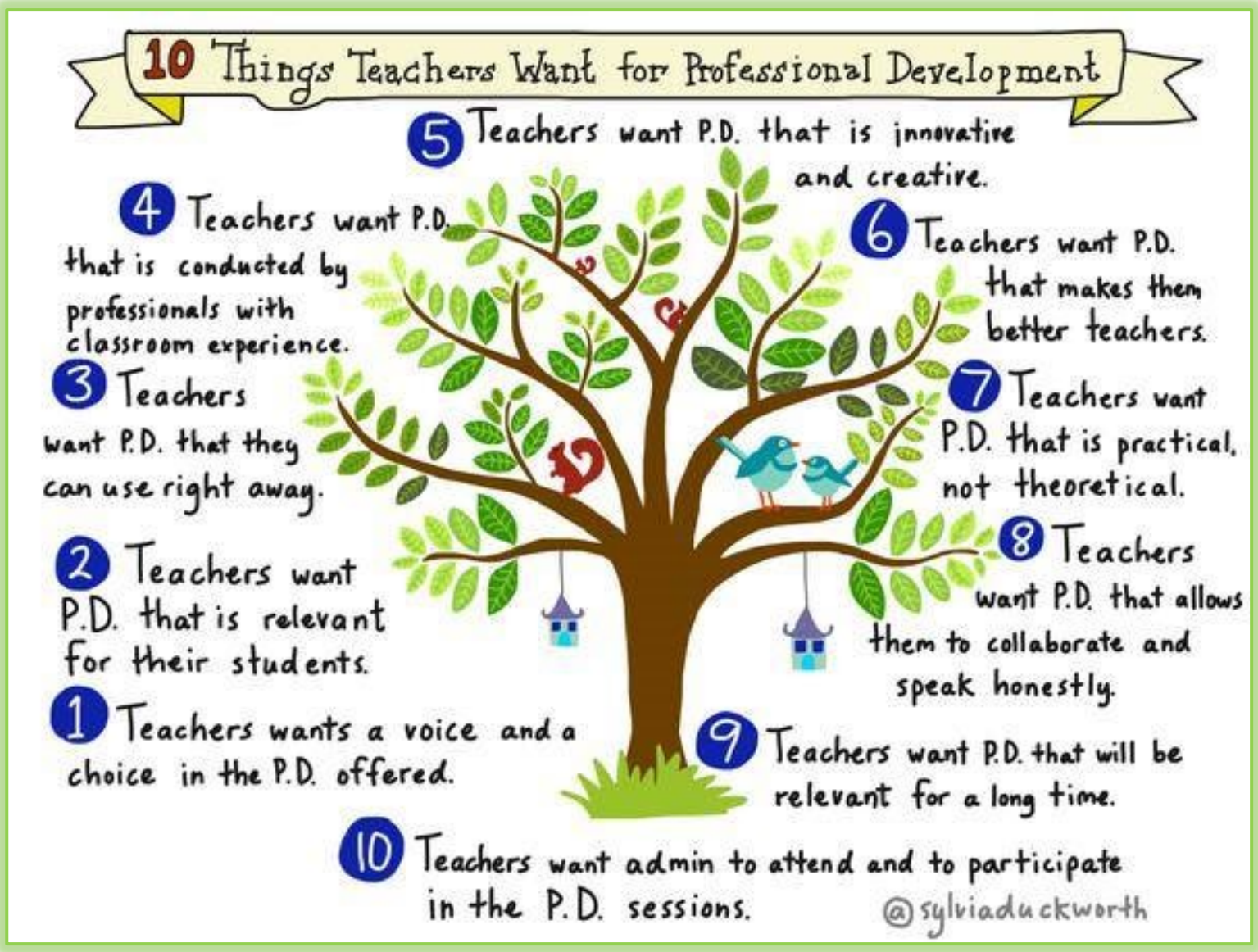
* iReady
* Kagan Training (Cooperative Learning, Social Emotional Learning)
* CHAMPS
* Moby Max K-5
* Story Works
* Wilson Reading System

Special Education and Related Services for Parentally Placed Private School Students (PPPSS)

Volusia County School District PPPSS Services

- Speech Therapy
- Language Therapy
- Professional Development for Teachers
- Consultative Services for Teachers
- MindPlay Virtual Reading Coach
- Ascend Math

Professional Development Workshops

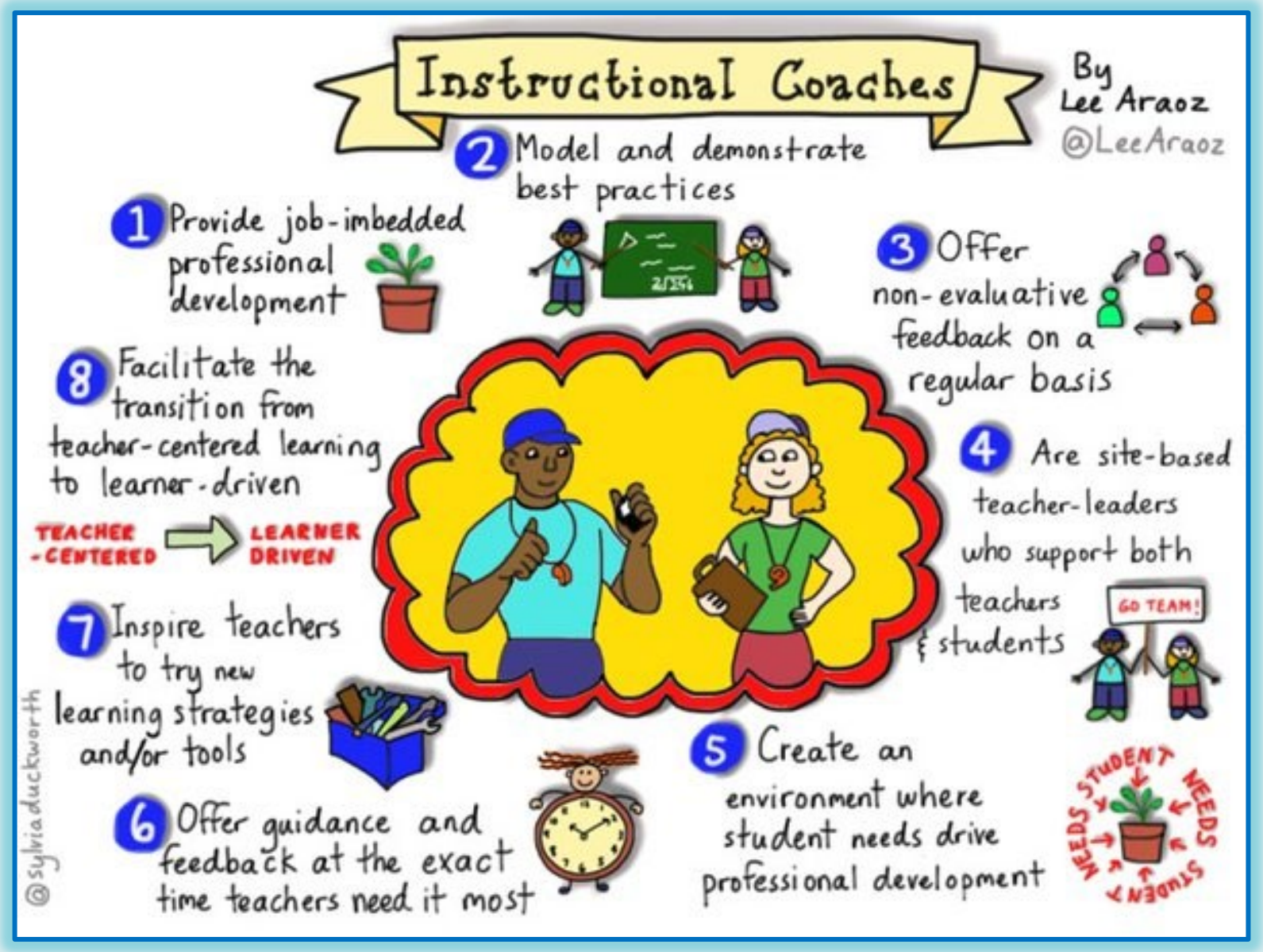


Professional Development Workshops

- Reading with TLC: Lively Letters & Sight Words You Can See
- Top Tips for Classroom Teachers
- Graphic Organizers
- Ascend Math
- Differentiated Instruction
- Behavior Management
- Universally Designed Learning Tools
- Accommodations/ Modifications
- MindPlay Virtual Reading Coach (MVRC)
- Reciprocal Teaching

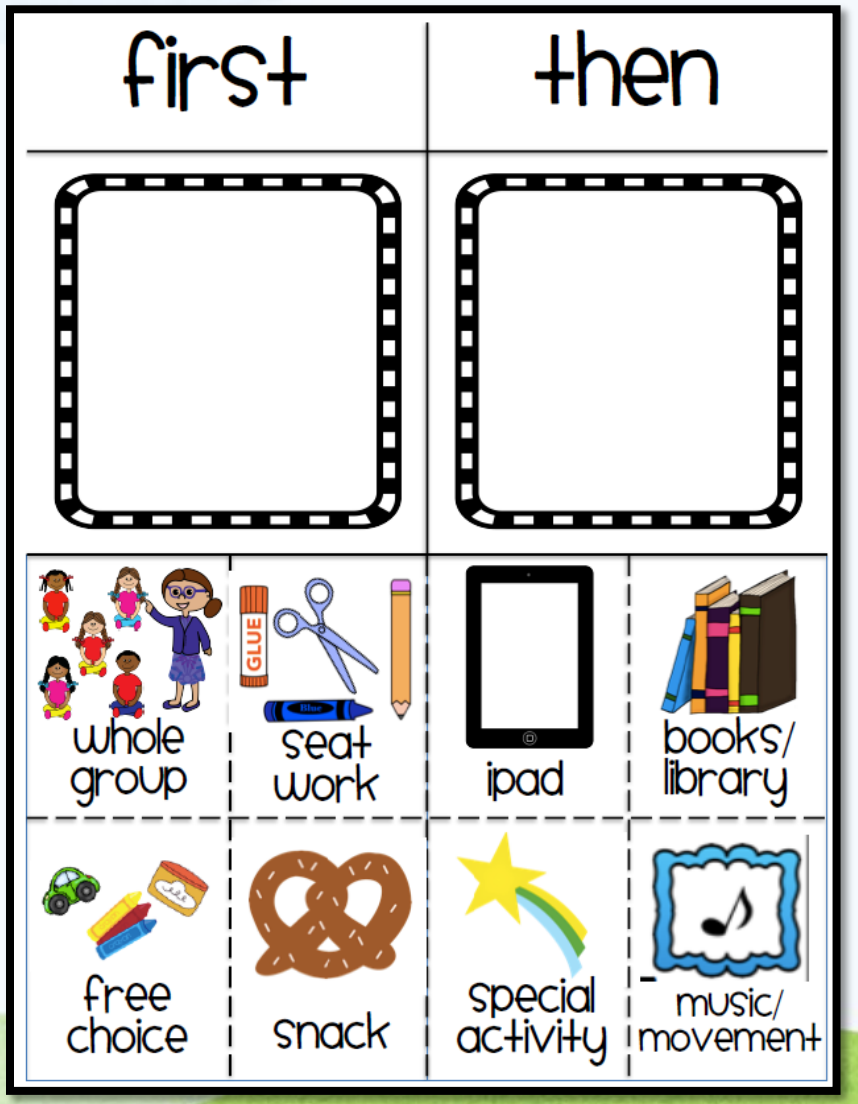
Consultative Services for Teachers

Coaching, Mentoring, Non-Evaluative Observations

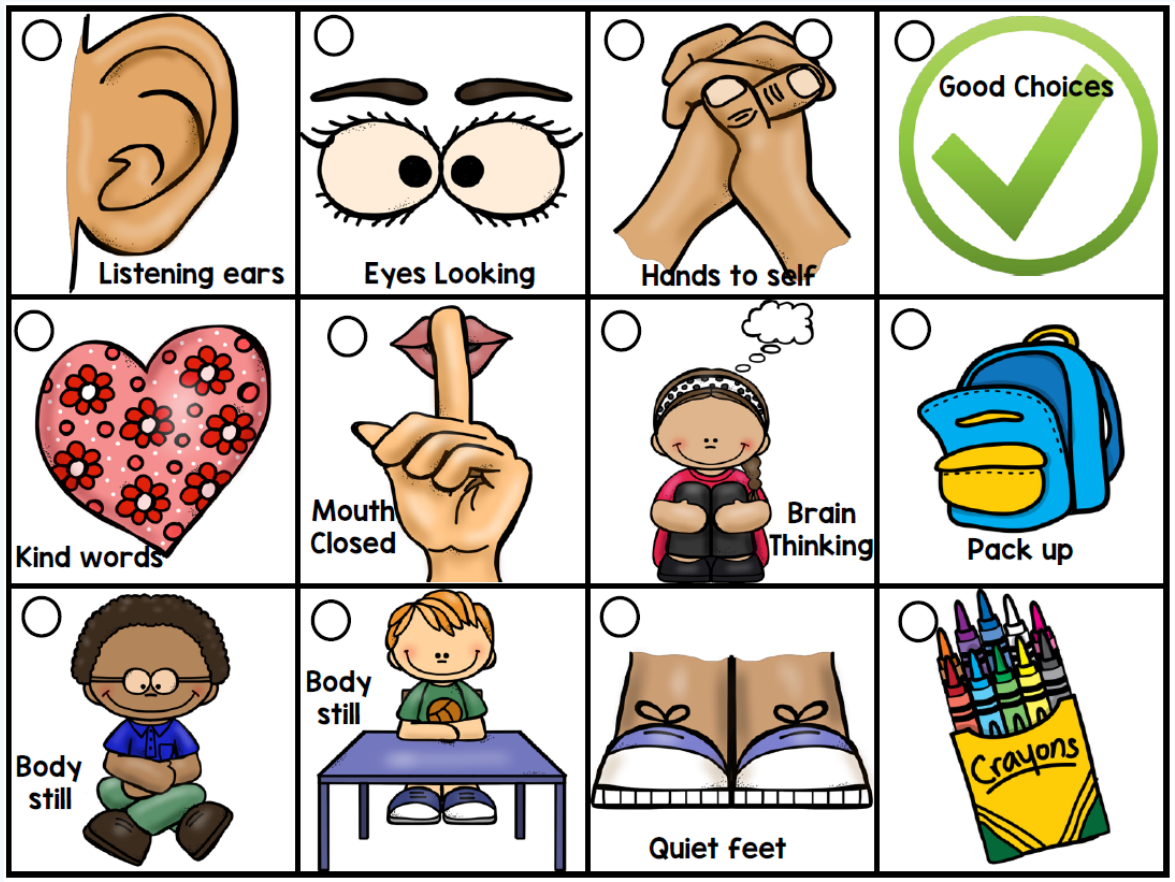


Accommodations – ADHD

Visual Schedules

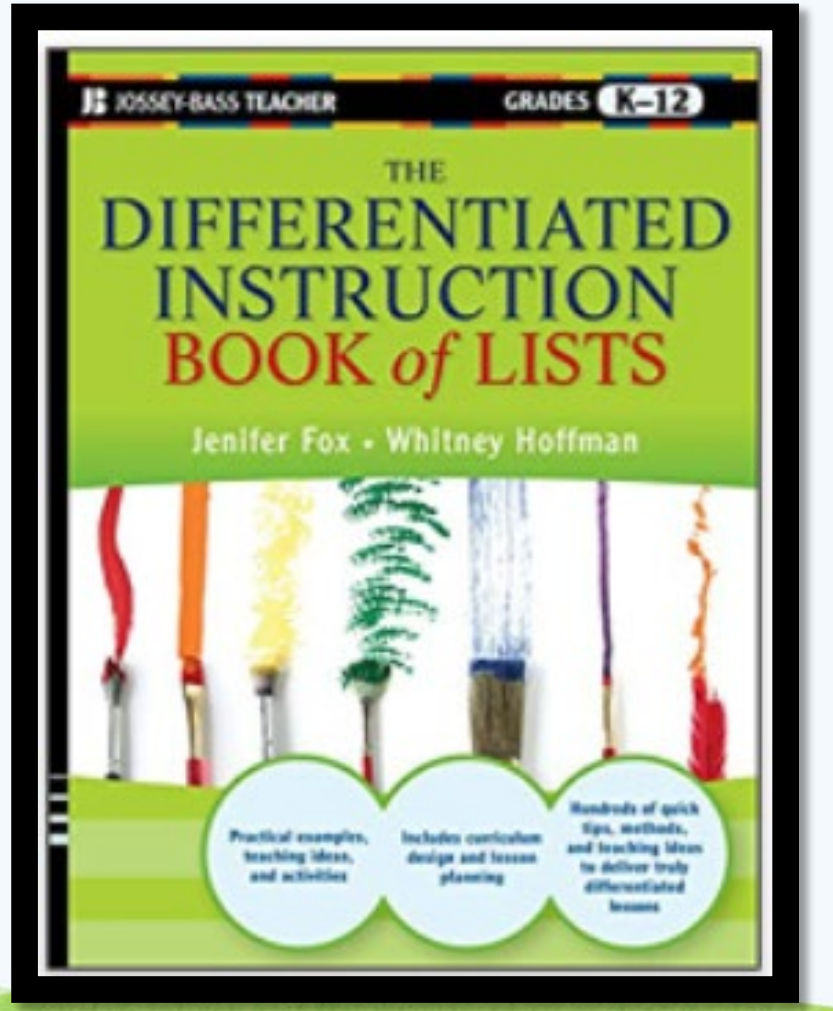


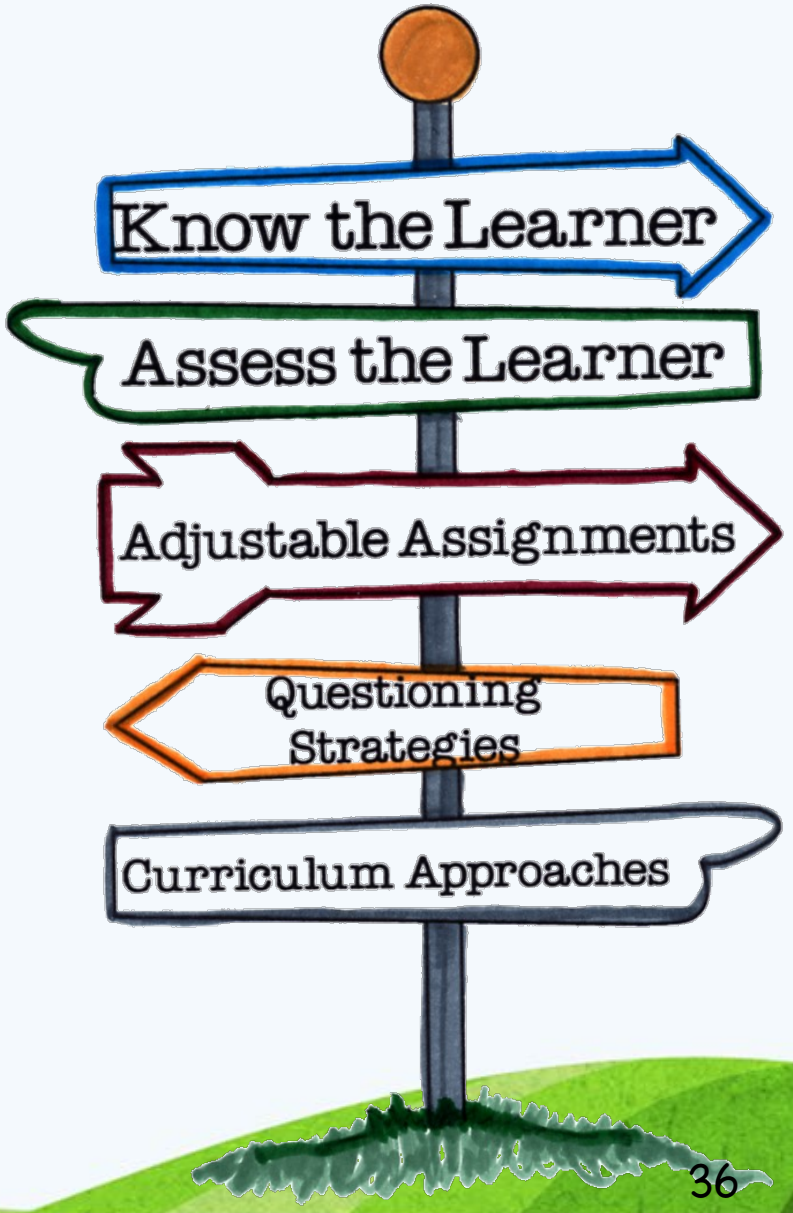
Visual Cues



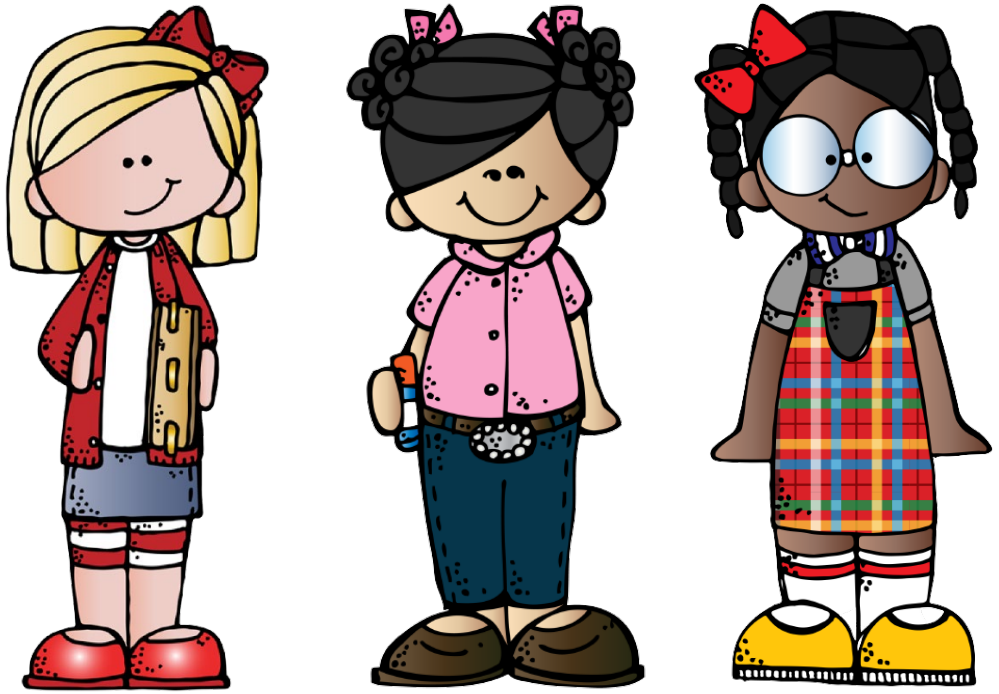
The Differentiated Instruction Book of Lists

Jenifer Fox, Whitney Hoffman





While private school students have no individual entitlement to receive special education and related services from the public-school district, Volusia County School District offers Speech and Language Therapy to eligible students attending non-profit, private schools through their Services Plan.



Services Plans

A Services Plan is a written document that has been developed and implemented in accordance with Rule 6A-6.03028(1), F.A.C., and describes the special education and related services that a school district will provide to a parentally-placed student with a disability enrolled in a non-profit private school.

What is Included on a Services Plans (SP)

To the extent appropriate, SPs must parallel the IEP requirements for content, development, review, and revision.

However, SPs contain only information relevant to the special education and related services to be provided to the student.

SPs do not contain information regarding services that are provided to the student by the private school.

Services Plans Meetings

2022-23

- The classroom teacher or a representative from the private school is invited to attend the Services Plan meeting.

- If the representative of the private school cannot attend, other methods such as virtual meetings, conference calls and/or written input should be used.

Reminders

Students with Disabilities Child Count

The Individuals with Disabilities Education Act (IDEA) requires the local public-school district to report the number of students with disabilities ages 3-21 enrolled in private schools of each school year.

We have interpreted this requirement to mean students who have previously been identified as disabled by a public agency, or who meet the federal definitions under IDEA (not Section 504 of the Rehabilitation Act of 1973).

No later than October 31st, please mail or email a list of students by name, birth date, and disability category who meet the IDEA identification criteria and who were enrolled in your school by October 1st.

It is very important that you report this information to assist the district in accurately calculating the percentage of dollars available for students with disabilities in private schools.

If your school does not wish to release this information, please indicate that in writing to:

Cheryl Lou Coleman,
ESE Instructional Specialist
Chisholm Elementary School
557 Ronnoc Lane, 3-114
New Smyrna Beach, FL 32168
Phone: (386) 734-7190 ext. 34788
clcolema@volusia.k12.fl.us.

Family Empowerment Scholarship with Unique Abilities (FES-UA)

(formerly McKay Scholarship)

As of July1, 2022 the McKay Scholarship program will transition to
Family Empowerment Scholarship for Students with Unique Abilities – FES-UA.

Family Empowerment Scholarship with Unique Abilities (FES-UA)

(formerly McKay Scholarship)

If you have any questions, or need additional information please contact:

Scholarship Funding Organizations (SFOs)		
AAA Scholarship Foundation http://www.aaascholarships.org/ 888-707-2465 info@aaascholarships.org		Step Up for Students https://www.stepupforstudents.org/ 877-735-7837 info@stepupforstudents.org
WEB: FLORIDASCHOOLCHOICE.ORG	Main Line: (850) 245-0502 TOLL FREE HOTLINE: (800) 447-1636	EMAIL: SCHOOLCHOICE@FLDOE.ORG

How to File a State Complaint

Any complaint that a school district has failed to meet the requirements of this rule related to the provision of equitable services, services plans, expenditures, consultation with private school representatives, personnel, or equipment and supplies must be filed in accordance with the State Complaint procedures described in Rules 6A-6.03011-6A-6.0361, F.A.C.

A complaint filed by a private school official under this section must be filed with the Department of Education in accordance with its State Complaint procedures as prescribed in subsection 6A-6.03311, F.A.C.

Florida Standards Assessments (FSA) Replacement

* Progress monitoring for grades VPK-10 for Reading
* Progress monitoring for grades VPK-8 for Math
* Progress monitoring will be administered three (3) times per year
* State has not provided us with us administration windows
* State has not mentioned anything about including private schools.
* All other assessments will stay the same.
* Science assessment for grades 5 and 8 at the end of the year and End of Course Exams.

We will keep you updated as we receive information from the State.

Please distribute the information to your parents and families as we send it to you.

Contact Information

Lou Coleman-(386) 734-7190 x34788
clcolema@volusia.k12.fl.us
Susan Kennedy-(386) 734-7190 x34790
skenned1@volusia.k12.fl.us
James Barringer-(386) 734-7190 x20757
jmbarrin@volusia.k12.fl.us
Cindy Garber-(386) 734-7190 x44015
cegarber@volusia.k12.fl.us
Connie Sphire-(386) 734-7190 x34786
cjsphire@volusia.k12.fl.us
Patty Naquin and Lauren Laggner
386-734-7190 x52841

Resources

Handouts and Links

- Consultation
- School District's Obligation
- Child Find Flyer
- Child Find Referral Form
- Road-Through-Child-Find
- PST Referral Process – Initial
- Private School Referral Process – Re-evaluations
- Volusia County Schools PST Manual
- Gifted Screening Criteria
- Gifted Frequently Asked Questions
- Gifted Creative Positives Checklist
- Services Plan
- Workshop Options
- 22-23 PPPSS Consultation Input Request
- Federal Child Count
- Annual Meeting Affirmation (will be emailed after meeting)

Questions