




Williamson County Education Services

Timely and Meaningful Consultation
May 2, 2022



Timely and Meaningful Consultation Agenda

May 2, 2022

9:00 AM

WILLIAMSON COUNTY SPECIAL EDUCATION DISTRICT
411 SOUTH COURT STREET
MARION ILLINOIS 62959
618-993-2138
www.wces.co

Jami Hodge, Director

PRIVATE/PAROCHIAL SCHOOL CONSULTATION

May 2, 2022
9:00 a.m.

AGENDA

- I. Introductions of Participants
- II. Child Find process and how parties will be informed of the process.
- III. The amount of Federal funds available for special education and related services for parentally placed private school children with disabilities, and how that amount was determined.
- IV. The process to ensure that parentally-placed private school children with disabilities can meaningfully participate in special education and related services.
- V. The provision of services (how, where, by whom) and how such services will be provided if funds are insufficient to serve all children.
- VI. How, if the local school district disagrees with the views of the private school officials on the provision of services or the types of services, the local school district will provide a written explanation of the reasons to the private school of the rationale for the decision made.
- VII. Written affirmation of consultation with private/parochial school providers.

Welcome and Introductions

Jami Hodge, Director of Special Education - Williamson Co Education Services

Amy Richards, Special Education Coordinator - Williamson Co Education Services

Who are we?

Williamson County Education Services is the local public agency that provides oversight of the following services for member school districts:

- Special Education and Related Services
- Early Childhood - PreSchool for All
- Career and Technical Education

Who is part of WCES?

Williamson County Education Services serves five member districts:

- Johnston City Community Unit School District 1
- Marion Community Unit School District 2
- Crab Orchard Community Unit School District 3
- Herrin Community Unit School District 4
- Carterville Community Unit School District 5

What is Timely and Meaningful Consultation (TMC)?

Local school districts must consult with the private schools within their district and with representatives of parents of students with disabilities who attend those schools regarding:

- The child find process and how parties will be informed of that process;
- The amount of Federal funds available for the special education and related services for parentally placed private school children with disabilities, and how that amount was determined;
- The process to ensure that parentally-placed private school children with disabilities can meaningfully participate in special education and related services;
- The provision of services (how, where, by whom) and how such services will be provided **if funds are insufficient** to serve all children

Why do we have Timely and Meaningful Consultation (TMC)?

Under Section 612(a)(10) of IDEA 2004 (Public Law 108-446), States (and local districts in turn) must provide assurances to the U.S. Department of Education that they will provide opportunities for parentally placed private school students to –

- Access to special education and related services so that students in private schools may equitably participate in such services; and
- Access procedures so that students who may be experiencing learning difficulties may be identified for special education eligibility.
- As part of this process, each local school district must consult with representatives of the private schools, as well as parent representatives of those schools.

What is Child Find?

The term “Child Find” is given the definition provided in Section 612(a)(3) of IDEA 2004. Child Find, as set forth in IDEA 2004, is directed to those activities to ensure that children, including ages 3-5, with disabilities *“are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.”*

WCES assigns an evaluation team to all Non-Public Schools located within our member district residential boundaries.

The evaluation team consists of a representative from the Local Education Agency (LEA), School Psychologist, School Social Worker, Speech Therapist, and Special Education Teacher. In some situations, not all of the aforementioned members are necessary and at times, other service providers such as Occupational and Physical Therapy, and/or Teacher of Deaf or Visually Impaired may participate.

What funds are available for special education and related services for students that are parentally placed?

12/9/2021

Special Education - IDEA Non-Public Proportionate Share (Final)
 Illinois State Board of Education
 Funding & Disbursements Division
 IDEA Flow Through (Ages 3 to 21) - Child Count December 01, 2020

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Serving RCDT	Serving District Name	Eligible Children with disabilities in public schools in the LEA	Fund Code L&P	Eligible Not Served (Fund N)	Eligible Children with disabilities in non-public schools located in the LEA	Total Number of Eligible Students	FY 2022 IDEA Part B Flow Through	Average Allocation Per Eligible Child	FY 2022 Non Public Proportionate Share Amount
21-100-0010-26	Johnston City CUSD 1	184	2	0	2	186	320,820	1,725	3,450
21-100-0020-26	Marion CUSD 2	652	3	0	3	655	1,051,378	1,605	4,815
21-100-0030-26	Crab Orchard CUSD 3	82	0	0	0	82	114,319	1,394	0
21-100-0040-26	Herrin CUSD 4	424	9	0	9	433	710,027	1,640	14,760
21-100-0050-26	Carterville CUSD 5	308	1	0	1	309	527,339	1,707	1,707

PreSchool Amounts: Johnston City -0; Marion -0; Crab Orchard - 0; Herrin - \$560; Carterville - 0

TOTAL AMOUNT OF FUNDS: \$25,292 (From 2021-2022)
 FY23 Fund Allocations have not been released as of today.

Funds to be disbursed to students across settings

Additional Funds - COVID Relief

On January 3, 2022, additional funds were released to districts as part of the American Rescue Plan (ARP). Under this one time funding source, districts were allocated funds for Non-Public Proportionate Share to be used through September 30, 2024.

DISTRICT	PreSchool ARP Funds	IDEA ARP Funds
Johnston City	0	\$ 588.00
Marion	0	\$ 897.00
Crab Orchard	0	0
Herrin	\$539.00	\$ 2952.00
Cartersville	0	\$ 357.00

What is Equitable Participation?

In light of the language contained in Sec. 612(a)(10)(A)(iii)(III and IV) of IDEA 2004, local school districts **will not be expected** to provide the full range of services a private-school student might require if the student attended a public school within the district.

Should parents wish to access a greater level of support for their children than is offered through the process of equitable participation in the private school, parents may choose to enroll their children in their **district of residence** (with, at a minimum, regular, part-time attendance during the school day) in order to access the full-range of services to which the students may be entitled (i.e., free appropriate public education (FAPE))

How are Non-Public Proportionate Share Funds used within WCES Member Districts?

The majority of Non-Public Proportionate Share Funds are generated through Herrin School District, where OLMC and Unity Christian Schools are located and therefore, the majority of services are provided to students enrolled in those schools. School such as Ambleside, located in Marion have experienced an increase in enrollment since 2020.

Due to the high number of students requiring Speech and Language Services that are enrolled at private and parochial schools, as well as, home schooled students - the appropriated funds are used to provide Speech Therapy by a licensed therapist with a Professional Educator's License (PEL) in school based speech and language therapy. The cost of providing this service is determined by the SLP's daily rate and includes supplies, materials, and online therapy platform(s) used specifically for NPPS services.

Increased Funding in 2021-2022

There was a considerable increase in the number of students enrolling in non-Public schools in 2020-21 and 2021-22 and an increase in funding as a result.

Additional Services beginning in 2021-2022:

- Vision Services
- Hearing Services
- Staff Support and Consultation

Who is responsible for services and funds?

Special education and related services that are provided by the local school district to parentally-placed private school children shall be free from religious opinions or views.

All services and materials remain under the control of the local school district, even when/if provided in private school.

2021-2022 Non-Public Student Summary

- 26 students enrolled in non-public settings were provided Speech and Language Services, Vision Services, and Hearing Services.
- An additional and consistent licensed Speech Therapist was hired at the onset of 2021-2022, eliminating the need to for transportation to services.
- Teacher of Visually Impaired and Teacher of Deaf/ Hard of Hearing with Professional Educator Licensing through the Illinois State Board of Education allocate time to support two students.
- Students attend the following schools: OLMC, Unity, Ambleside, and Home School settings.

2022-2023 NPPS Student Service Plan

- Continue Speech and Language Therapy, Hearing and Vision Services to students at 20 MPM Direct Service and 20 MPM Indirect Service (working with NP Staff)
- Provide staff training in areas of classroom management, crisis prevention, de-escalation strategies and trauma training

Addition(s):

- Social Emotional Learning Supports: Zones of Regulation, Second Step, Strong Start and Everyday Speech Subscription and Access
- iXL Math Support and Intervention Services
- Hearbuilder Subscription and Access
- Reading A-Z Subscription and Access
- Occupational Therapy Support Materials for NonPublic Schools
- Language Support Materials for NonPublic Schools

Other ideas or suggestions from the group?

What is the process if we don't agree?

- 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.
- 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 the decision-making of the districts so long as the decision-making of the district has been subject to the process of timely and meaningful consultation.
- The Illinois State Board of Education will investigate and issue a decision in accordance with required timelines. • If the complaining party is not satisfied with ISBE's decision, then the complainant may forward the complaint to the Secretary of Education, United States Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

Written Affirmation

For compliance with the Illinois State Board of Education, WCES provides a copy of the official invitation for those that did not attend and written affirmation of those that participated today. A copy of the affirmation form will be emailed to you.

WRITTEN AFFIRMATION OF CONSULTATION WITH PRIVATE/PAROCHIAL PROVIDERS

I hereby affirm that I was invited to and participated in the private parochial school providers and parents of home-schooled students consultation meeting sponsored by Williamson County Special Education District, Johnston City Unit #1, Marion Unit #2, Crab Orchard Unit #3, Herrin Unit #4 and Carterville Unit #5, held on May 2, 2022, 9:00 a.m. via Zoom video conference in accordance with the requirements of the Individuals with Disabilities Education Improvement Act. During the course of the consultation, the following issues were discussed with me:

1. 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;
2. The determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;
3. 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 such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
4. 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 services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
5. How, if the local educational agency 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, 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.

I was provided the opportunity to express my views and to ask questions of the school district pertaining to the aforementioned issues.

I was further informed that if I believe that the consultation was not meaningful, or that my views and those of others were not given due consideration by the school district, I could file a complaint with the Illinois State Board of Education, Department of Special Education, 100 N. 1st Street, Springfield, IL 62777. I understand that my complaint must identify the area(s) in which I believe that the school district did not comply with the consultation process.

PRINTED NAME

SIGNATURE

PRIVATE SCHOOL

AFFILIATION WITH SCHOOL

DATE

Questions from attendees?

Any questions?



Thank you for participating today!

Please check www.wces.co website regularly for updated guidance and resources for all children and parents.