UNDERSTANDING PRIVATE RELIGIOUS SCHOOL PROCESSES

WORKSHOP

November 18, 2013

Presented by:

OFFICE OF SPECIAL EDUCATION AND STUDENT SERVICES

Department of Special Education Services

Division of Business, Fiscal and Information Systems

Topics covered during this workshop

- What Equitable Services are
- How they are determined
- School district responsibilities
- Services Plans
- Location of Services
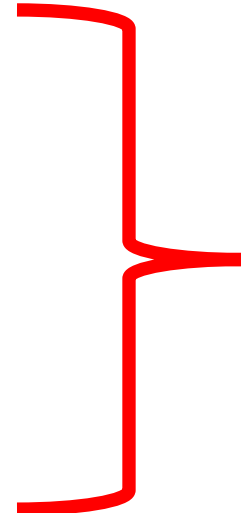- How IDEA's procedural safeguards apply
- Parental Rights

Private Schools Defined

NON PROFIT…..

- Private Schools
- Parochial Schools
- Religious Schools
- Home schooled children

FEDERAL FUNDING

In Private Schools	In MCPS
• **Services Plan may be developed if parent requests it.**	• **Child has his/her Individual Education Plan (IEP)**
• **Limited services (resource and/or Speech Language therapy) only.**	• **Comprehensive services and varied programs are available.**

Differences between Services

Who is responsible for the screening process?

Children who **live in AND** attend a private school in Montgomery County: The **MCPS home school** is responsible to complete the screening process and develop a Services Plan if requested by the parent.	Children who do **NOT live in BUT** attend a private school in Montgomery County: The **MCPS** school **closest** to the private school is responsible for the screening process and the development of a Services Plan **IF** the parents **request services. If the parents request an IEP, they have to go back to their home school jurisdiction.**

VS.

How does the referral process begin?

1. Parent Request
- Parents have to request testing/services from the Private Religious office in the Division of Business, Fiscal and Information Systems (DBFIS).
- A referral packet is sent to the parent to be completed by the private school and the parent.
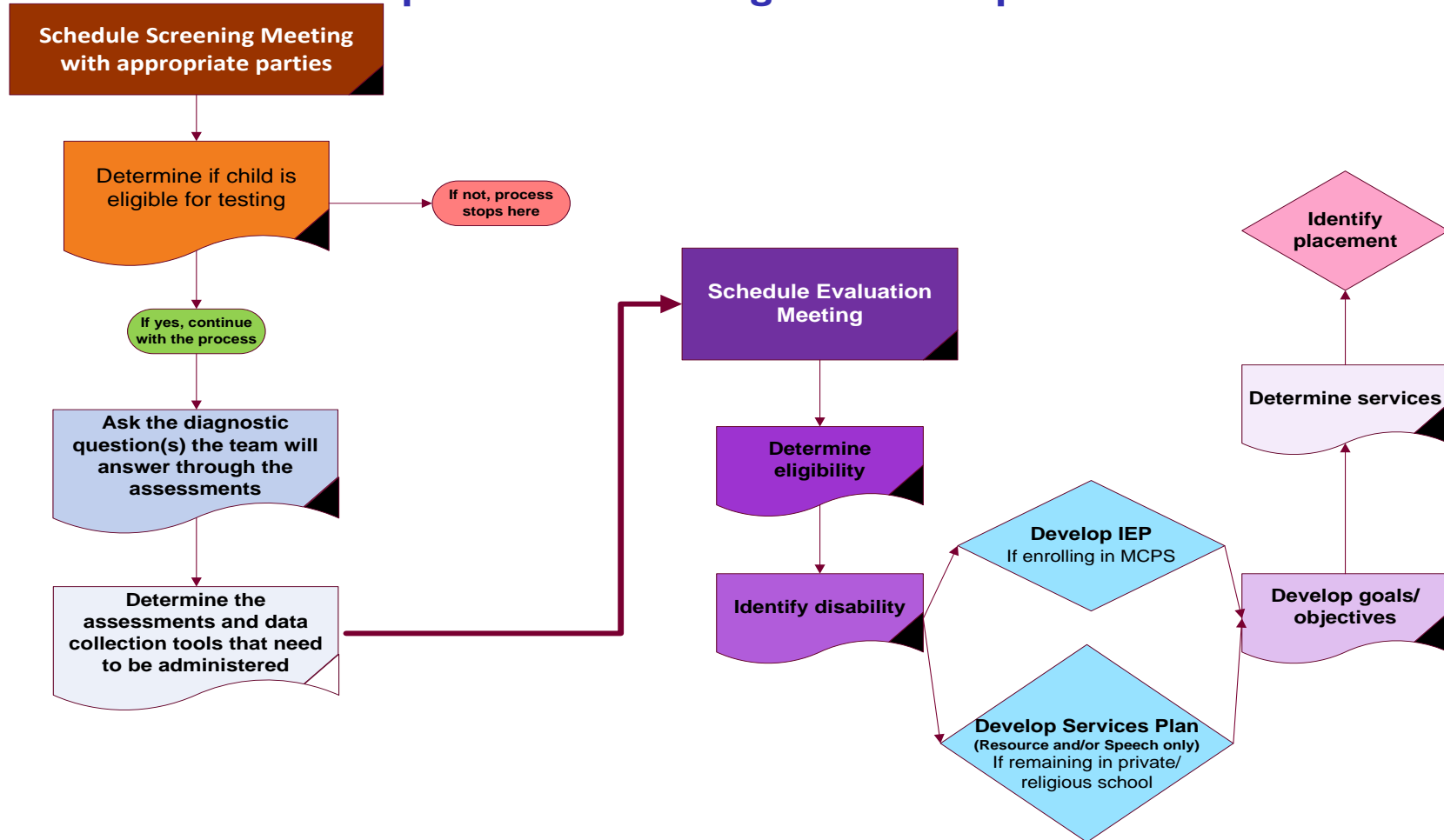
2. Referrals & Screening
- During the school year completed referral packets are returned to the Private and Religious office and then sent to the MCPS home school.
- Summer referrals are sent to the Private Religious office and completed at CESC by a summer team for the initial screening meeting.

3. Evaluation
- A final evaluation meeting is completed at the MCPS home school.
- Eligibility is decided and services are recommended.

What is required by law?

Once MCPS receives the referral packet the 90-Day timeline starts to complete the screening/evaluation process

Schedule Screening Meeting with appropriate parties

Determine if child is eligible for testing

If not, process stops here

If yes, continue with the process

Ask the diagnostic question(s) the team will answer through the assessments

Determine the assessments and data collection tools that need to be administered

Schedule Evaluation Meeting

Determine eligibility

Identify disability

Develop IEP
If enrolling in MCPS

Develop Services Plan
(Resource and/or Speech only)
If remaining in private/ religious school

Develop goals/ objectives

Determine services

Identify placement

Are private school teachers responsible for interventions during the referral process?

- Private and religious schools are **NOT** obligated to document any ongoing interventions for the referral.

HOWEVER,

- **Best practices and effective teaching strategies** include interventions and may yield important data that could be helpful during the referral process.

MCPS Collaborative Problem Solving

PROBLEM SOLVING WITHIN A TIERED-SERVICE DELIVERY MODEL

Intervention

Consultation

Tier 3: Add Intensive Targeted Interventions
- More individualized
- Increased frequency and duration

Tier 2: Add Targeted Interventions
- Small groups/individuals
- Supplemental services

Tier 1: General Education Program
- All students
- Preventive, proactive

Tier 3
1–5%

Tier 2
5–10%

Tier 1
80–90%

Students

EMT

Grade-Level or Content Team

Teacher/Parent or Teacher/Teacher
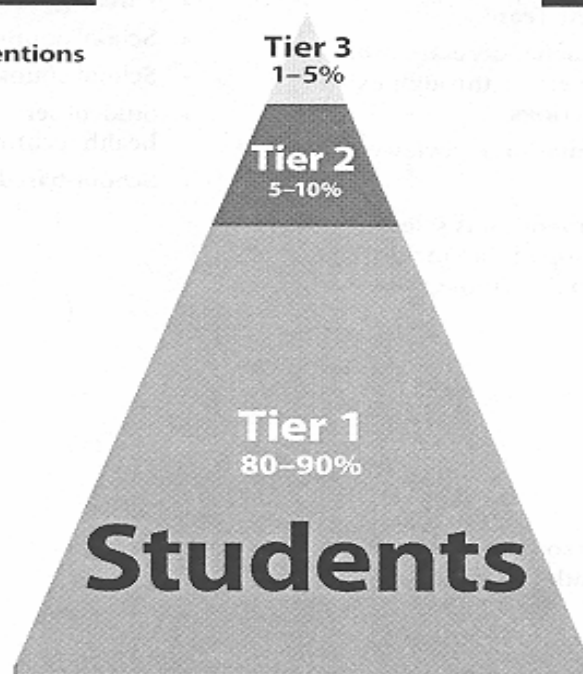
Let's look at interventions another way…

Three-Tiered Model for Prevention and Intervention: Behavior Supports Academics

Academic Systems

Behavioral Systems

Tier 3:
Intensive Interventions
•Small groups/individual students
•Reduce complexity and severity of academic problems

Tier 2:
Targeted Interventions
•Groups of students/at risk
•Reduce academic problems

Tier 1:
Universal Interventions
•All settings, all students
•Prevent academic problems

Tier 3:
Intensive Interventions
•Small groups/individual students
•Reduce complexity and severity of behavior problems

Tier 2:
Targeted Interventions
•Groups of students/at risk
•Reduce behavior problems

Tier 1:
Universal Interventions
•All settings, all students
•Prevent behavior problems

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

Adapted from PBIS

How do we define "interventions" in MCPS?

- A supplemental or intensive, structured program or instructional strategy, that is conducted and focused towards the identified needs of the targeted student or group of students.
- Two types of interventions:
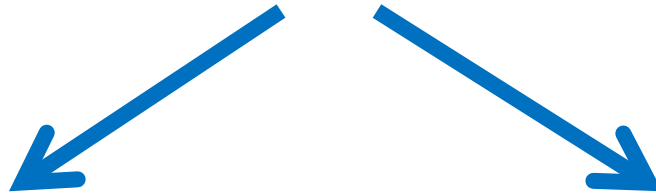
Research based   **Evidenced based**

Sample Intervention List for…

READING

- Read Naturally
- Read 180
- Repeated reading
- Six Minute Solution
- Incremental Rehearsal
- Error correction procedures
- Word Study
- Additional time with Reading Specialists engaging in specific data-driven intervention

MATH

- Math Minutes
- FASTT Math
- Intervention Central
- Everyday Math – games and core concepts
- Math notebooks
- Additional time with Math Specialists engaging in specific data-driven intervention

Sample Intervention List for…

BEHAVIOR

- **Check-In-Check-Out**
- **Social Skills Group (targeted)**
- **Targeted Classroom Intervention**
- **FBA w/PBIS**
- **School-based group counseling**
- **Mentor program**
- **Need-a-break cards**
- **Instruction in self-monitoring strategies**
- **Work systems**

- **First/Then cards**
- **Sensory breaks – preventive**
- **Morning run-through of visual schedule**
- **Parent conference and targeted support**
- **Peer mediation**
- **Access to calming space – as needed**
- **Modifying academic expectation**
- **What Am I Working For? Cards**

When is it necessary to consider eligibility and/or more intensive interventions?

When the gap is NOT closing

Words Correct Per Minute

Weeks

Class · Goal · Egberta

Changed Intervention

Class WCM=54

GAP

Egberta WCM=32

Class Growth
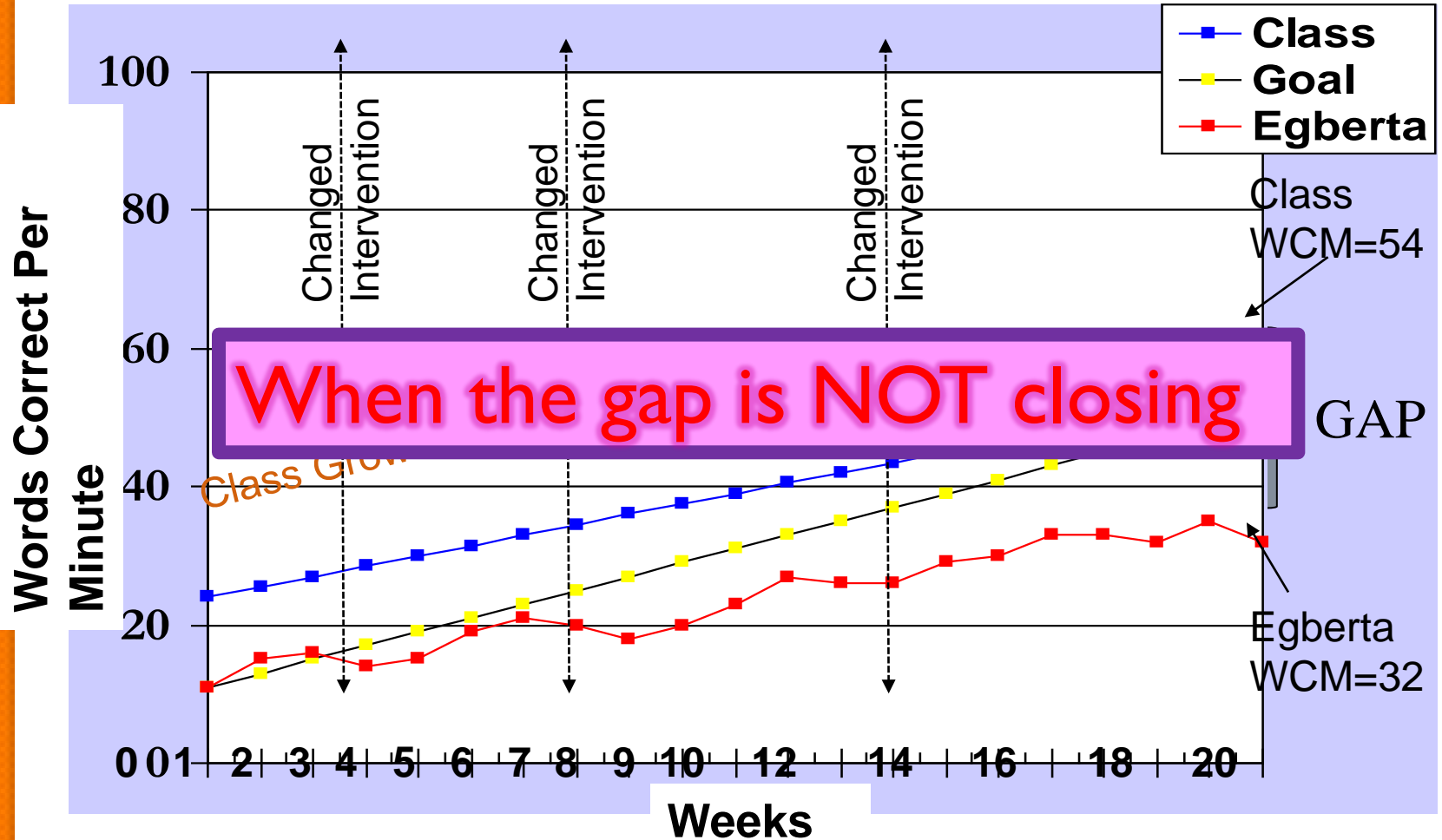
Progress Monitoring…

…can be used

as **regularly** and as **frequently**

as necessary

throughout the school year:

Charting and Graphing

Instructional Match

Rate of Progress

Data Collection

As a part of the referral process the home school team may request data to examine:

- Current instructional strategies
- Interventions
- Progress Monitoring

What is the difference between an IEP and a Services Plan?

IEP

- **Only developed if the parent expresses any interest in enrolling the child in an MCPS school**
- **Child must be enrolled in an MCPS school**

SERVICE PLAN

- **Written when the child stays in the private school**
- **Only resource and/or Speech and Language Services**

- ➢ **Reviewed annually**
- ➢ **Students are re-evaluated triennially**
- ➢ **MCPS school team is responsible for case management**

How does the team know what to put on the Services Plan in reference to hours of services?

- **Highly individual**

- **Determined on a case by case basis depending on the MCPS schools ability to provide services**

- **School teams decide frequency and intensity**

What services can a student receive with a kindergarten waiver?

speech services ONLY!

Where can services be conducted?

➤ **Services normally take place at the MCPS home school.**

➤ **Services can also take place at the MCPS school closest to the attending private school if the appropriate service provider is available.**

➤ **There are a limited number of private schools where there are MCPS service providers. This occurs for Speech/Language therapy only.**

Are private school students eligible for MCPS transportation?

- The regulations require that if necessary for the child to benefit from/participate in the services provided, MCPS **MUST** provide transportation from the child's school or the child's home to a site other than the private school; and from the service site to the private school, or to the child's home, depending on the timing of the services.

- The IDEA does **NOT** require MCPS to provide transportation from the child's home to the private school.

Can services take place anywhere else other than the MCPS home school?

YES!

- Parents can request services in the MCPS school closest to the private school instead of the MCPS home school.

- Transfer of services need to be reviewed and approved by the appropriate office (Speech request goes through Mrs. Pamela DeFosse in the Speech Office, Resource service requests goes through the appropriate special education cluster supervisor with the involvement of both MCPS schools).

What are the parent's due process rights?

- **Parents have the right to follow all of the Child Find procedures:**
  - ❑ **They can request screening any time from birth to 21 years of age.**

- **Parents have the right to choose between a services plan and/or an IEP depending on where they want to enroll their child.**

- **If parents disagree with the Services Plan decision they have the right to write a complaint to the Maryland State Department of Education (MSDE).**

Who can provide
Special Education Services?

Do requirements for "highly qualified" teachers apply to staff providing equitable services?

If services are provided by an employee of:

✓The public agency—Yes

✓The **private** school—No

Are **home-schooled** children with disabilities considered "parentally-placed" private school children?

In Montgomery County **YES!**

# Who is paying for private special education services?

It is the PARENT'S responsibility to pay

for private special education services.

HOWEVER,

- **Special education resource services and/or speech/language services can be partially paid to an MCPS approved provider up to $1,000 for the current school year.**

- **Funds can only be paid at the end of each semester or current school year.**

- **Parents who are seeking partial funding must submit the appropriate forms to Mrs. Julie S. Hall, director of the DBFIS.**
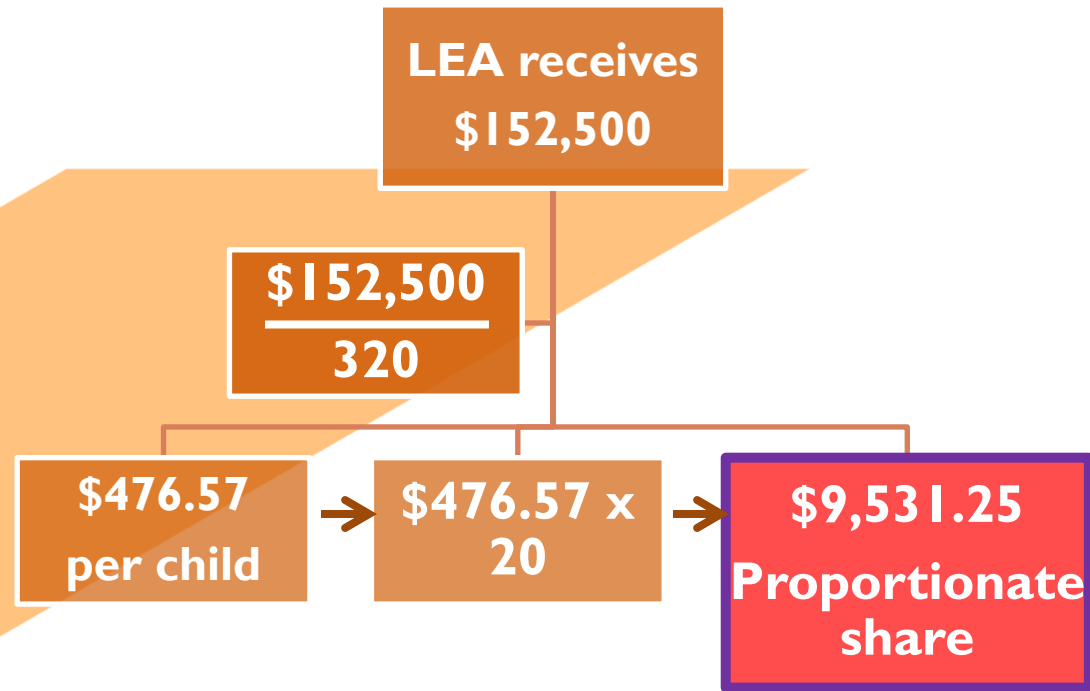
Ready for some math?
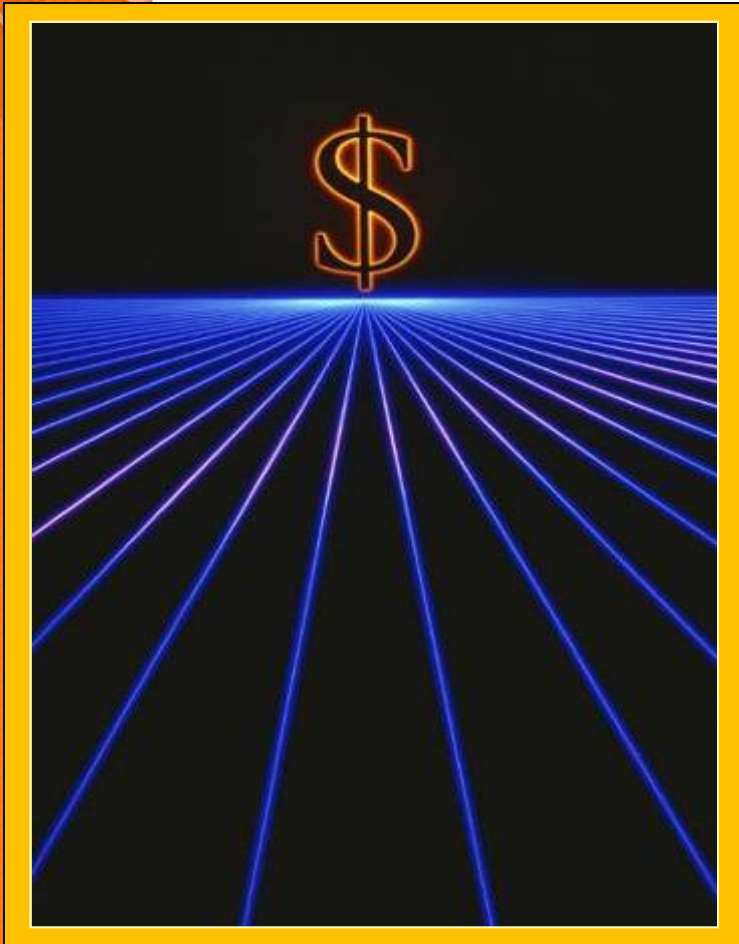
Number of eligible children with disabilities:

In public schools   300

In private schools   + 20

320

LEA receives $152,500

$$\frac{\$152,500}{320}$$

$476.57 per child → $476.57 x 20 → $9,531.25 Proportionate share

Where can I learn more about this topic?

Follow these links below:

IDEA Partnership (Regulations):

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=839&oseppage=1

Q and A: Questions and Answers On Serving Children With Disabilities Placed by Their Parents at Private Schools (April 2011):

http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C1%2C

Topic Briefs:

Children Enrolled by Their Parents in Private Schools

http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,5,

Power Point Module 16 (by Sheila Friedman):

http://nichcy.org/laws/idea/legacy/module16