

PROJECTED Part B, Section 611
SET-ASIDE CALCULATION & Participation of Private School Children

IDEA requires that Albemarle County Public Schools spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA's jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside amount is based on the number of children ages **3-21**.

The set-aside is intended for children who are attending private or home school programs. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:

- a. # Eligible students in private schools receiving services on 12/01/09
(Use 12/01/07 Child Count data as the source for this entry) 38
- b. # eligible students in private schools not receiving services on 12/01/09 0
- c. Total eligible students with disabilities placed by parents in Private schools (a + b) 38

2. Total number of eligible students with disabilities in jurisdiction:

- d. # eligible students receiving services on 12/01/09
(12/01/07 Child Count data as the source for this entry) 1570
- e. # eligible students **not** receiving services on 12/01/09
(same number as line b. above) (same as b) 0
- f. Total number of eligible students with disabilities in Jurisdiction (d + e) 1570

3. Amount of required private school set-aside:

$$\begin{array}{ccccccc}
 (38 & / & 1570) & \times & \$2,542,618 & = & \$61,541.07 \\
 \text{line c} & \text{divided by} & \text{line f} & \text{multiplied by} & \text{flow-through allocation} & \text{equals} & \text{set-aside} \\
 & & & & \text{(projected for 2008-2009)} & &
 \end{array}$$

4. **Description of Services:** List the services to be provided with the private school set-aside. Attach additional sheets as necessary.

The services that will be provided will be the allocation of all set-aside monies for a single certified special education teacher to provide indirect services to eligible students with disabilities enrolled by their parents in private, independent or home school programs.

5. Describe how the school division will meet the IDEA requirements for participation of students enrolled in private schools, i.e., the school division's decision as to what services and which children will be served with the set aside.

Expenditure	Allocated Time / Resources
Special Education Teacher	.70 FTE (\$58,802.80)
Staff Development	\$2,000.00
Assistive Technology / Materials	\$738.27
Breakdown of Services	Allocated Time
Indirect Services	30 minutes a month (minimum) will be provided to staff at Private Schools or Home School Parents' location (unless another mutually agreed upon location is determined) that instruct children with active service plans in Albemarle County
Consultation (on-call)	One day a week will be available to network with private school staff or home school parents who instruct eligible students with active service plans.
Staff Development	At least once a year, staff development training will be made available to Private Schools and Home School Parents that instruct children with active service plans in Albemarle County.
Administrative Time (Includes database management, communications, travel, preparation, consultation with related service professionals, etc.)	The special education teacher, noted above, will maintain all data required for state reporting, develop Service Plans, publish a Newsletter, consult with professionals in the school system and home school parents and develop or facilitate staff development.

6. Describe the time frame for consultation with representatives of private school children.
During February, 2010, a newsletter announcement was sent to each private school in Albemarle County as well as each parent of a child with an active service plan, inviting all parents and school representatives to attend the consultation meeting on March 3, 2010. A paper survey with all of the relevant questions that would be discussed in the consultation meeting were included in the mailing. The newsletter included the date, location (with map) and a description of the purpose of the consultation meeting and was sent to each parent of a child with an active service plan as well as to every contact at each of the private, independent or parochial schools located in Albemarle County.

The meeting was scheduled to take place on March 3, 2009 at 5:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia. The presenter had a conflict and did not attend. The two participants that did attend, were contacted personally and the information to be reviewed at the meeting was shared with them, personally. Additionally, both these attendees submitted their input in writing prior to the meeting to the Director of Special Education.

On April 1, 2010 a letter was sent to each private school administrator and parent of a child with an active service plan explaining the outcome of the meeting and the decisions made by Albemarle County Public Schools.

Brochures outlining the changes to the Individuals with Disabilities Education Improvement Act of 2004 and information about child find, special education services and the calculation of set-aside funds for students who are eligible for special education services, enrolled by their parents in private schools is made available to private schools and parents throughout the year.

7. Describe evidence that the school division has initiated contact with representatives of private school children in the agency's jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.)
Correspondence was sent to each private school in Albemarle County (List Attached) explaining the changes to the law and inviting them and parent representatives from their school to a meeting scheduled for March 3, 2010. Correspondence and presentation slides are attached.

8. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Include a summary of the recommendations of the representatives of private school children.

A newsletter announcement was sent to each private school in Albemarle County as well as each parent of a child with an active service plan, inviting all parents and school representatives to attend the consultation meeting on March 3, 2010. A paper survey with all of the relevant questions that would be discussed in the consultation meeting were included in the mailing. The newsletter included the date, location (with map) and a description of the purpose of the consultation meeting and was sent to each parent of a child with an active service plan as well as to every contact at each of the private, independent or parochial schools located in Albemarle County.

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On April 1, 2010 a letter was sent to each private school administrator and parent of a child with an active service plan explaining the outcome of the meeting and the decisions made by Albemarle County Public Schools.

Brochures outlining the changes to the Individuals with Disabilities Education Improvement Act of 2004 and information about child find, special education services and the calculation of set-aside funds for students who are eligible for special education services, enrolled by their parents in private schools is made available to private schools and parents throughout the year.

9. Indicate the number of students enrolled in private schools and who are home schooled who have been identified as eligible to receive benefits under the program.
38 students are enrolled in private or home school programs by their parents and are eligible for services.
10. Indicate the number of students enrolled in private schools or who are home schooled who will receive benefits under the program.
38 Students will benefit from this program.
11. Identify the places and times that the students will receive benefits under the program.
The students would receive benefits during the active months of regular school in Albemarle County (September 7, 2010 – June 1, 2011). Services would be provided indirectly, on a monthly basis, provided by a special education teacher to the child's teacher and/or administrator at the private or home school location, or, if mutually agreed upon, at a central location (i.e. training session or overview), on the phone and/or via the internet (e-mail).
12. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
The students in private schools will receive similar services to students in public school as if they were in the least of restrictive environments. That is, private school students will receive consultation services by a special educator to the child's regular education teacher and/or administrator in order to promote success in their placement. Students in private schools will not be provided direct services or related services under this proposed plan.

13. Describe how the services will be evaluated.

Services will be evaluated on a case by case basis by the student's designated Albemarle County case manager. In addition, services will be evaluated during a meeting to determine services in March, 2011.

14. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

The consultation was part of the March 3, 2010 Meeting. In addition, consultation included an option for parents to complete a survey instrument. Through an active child find process and communication with the private schools administration, children are evaluated if a disability is suspected that may require special education and related services. Parents are directed to contact Albemarle County Schools in order to facilitate the child count / child find process.

The accurate figures and count provided to the Virginia Department of Education is calculated as part of the December 1 Child Count Report submitted to the Virginia Department of Education. Service plans are developed during the course of the school year similar to IEP development in the public schools.

Current Listing of Private, Independent or Parochial School Located in Albemarle County

Private Schools that are eligible for SBIT and service plans provided by
Albemarle County in **2010-2011**.

- [Charlottesville Catholic School](#)
- [Charlottesville Day School at ACAC](#)
- [Charlottesville Waldorf School](#)
- [Covenant School](#) (Upper School Only)
- [Einstein School](#)
- [Field School of Charlottesville](#)
- [Free Union Country School](#)
- [Lafayette School and Treatment Center](#)
- [Little Keswick School](#)
- [Miller School](#)
- [Montessori Community School](#)
- [Peabody School](#)
- [St. Anne's - Belfield](#) (Lower School Only)
- [Tandem Friends School](#)
- [University Montessori](#)

- Any child being home schooled and a resident in Albemarle County.

Albemarle County Public School Division
LEA

PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. **Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools.** For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA's jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and ***being served in childcare centers*** should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. ***If the facility has a license to operate a day care center it should not be considered a private school.***

(Show calculation even if there are no children in private school/home-schooled placements)

1. Formula for determining set-aside

Number of parentally placed children, aged three to five, with disabilities in private schools:

- | | | |
|----|--|---------|
| a. | # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/09 (use 12/1/09 Child Count data as the source for this entry) | 0 |
| b. | # eligible children, aged three to five, inclusive, in private schools <u>not</u> receiving services on 12/1/09 | 0 |
| c. | total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools | (a+b) 0 |

Total number of eligible children, aged three to five, with disabilities in jurisdiction:

- | | | |
|----|---|---------------|
| d. | # eligible children, aged three to five, inclusive, receiving services on 12/1/09 (use 12/1/09 Child Count data as the source for this entry) | 130 |
| e. | # eligible children, aged three to five, inclusive, <u>not</u> receiving services on 12/1/09 (same number as line b. above) | (same as b) 0 |
| f. | total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction | (d+e) 130 |

Amount of required private school set-aside:

(	0	/	130	X	\$66,047.00	=	\$0
	line c	divided by	line f	multiplied by	ECSE allocation	equals	set-aside

2. Description of services: **List the services to be provided with the private school set-aside** (ECSE application)

There are no services projected to be offered as no students were identified as in private school.

3. Describe how the school division will meet the Federal requirements for participation of students enrolled in private schools, i.e., the school divisions decision as to what services and which children will be served with the set aside.

There are no services projected to be offered as no students were identified as in private school.

4. Describe the time frame for consultation with representatives of private school children.
A newsletter announcement was sent to each private school in Albemarle County as well as each parent of a child with an active service plan, inviting all parents and school representatives to attend the consultation meeting on March 3, 2010. A paper survey with all of the relevant questions that would be discussed in the consultation meeting were included in the mailing. The newsletter included the date, location (with map) and a description of the purpose of the consultation meeting and was sent to each parent of a child with an active service plan as well as to every contact at each of the private, independent or parochial schools located in Albemarle County.

The meeting was scheduled to take place on March 3, 2009 at 5:00 PM at the Albemarle County Office Building located at 401 McIntire Rd. in Charlottesville, Virginia. The presenter had a conflict and did not attend. The two participants that did attend, were contacted personally and the information to be reviewed at the meeting was shared with them, personally. Additionally, both these attendees submitted their input in writing prior to the meeting to the Director of Special Education.

On April 1, 2010 a letter was sent to each private school administrator and parent of a child with an active service plan explaining the outcome of the meeting and the decisions made by Albemarle County Public Schools.

Brochures outlining the changes to the Individuals with Disabilities Education Improvement Act of 2004 and information about child find, special education services and the calculation of set-aside funds for students who are eligible for special education services, enrolled by their parents in private schools is made available to private schools and parents throughout the year.

5. Describe evidence that the LEA has initiated contact with officials of all private schools in the agency's jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.).
Correspondence was sent to each private school in Albemarle County (List Attached) and to each home school parent of a child with an active service plan, explaining the changes to the law and inviting them and parent representatives from their school to a meeting scheduled for March 3, 2010. Presentation slides are attached.

6. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Included a summary of the recommendations of the representatives of private school children.
There was no development of a plan as there is no set-aside budget based on the calculation. See above.

7. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
0 - Zero.

8. Indicate the number of students enrolled in private schools who will receive benefits under the program.
0 - Zero

9. Identify the places and times that the students will receive benefits under the program.
N/A – as no students were identified.

10. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
N/A – as no students were identified. There will be no services during the implementation of this plan.
11. Describe how the services will be evaluated.
N/A – as no students were identified. There will be no services during the implementation of this plan.
12. Describe the consultation with representatives of private school children on how to conduct the count of private school children.
The consultation was part of the March 3, 2010 Meeting. In addition, consultation included an option for parents to complete a survey instrument. Through an active child find process and communication with the private schools administration, children are evaluated if a disability is suspected that may require special education and related services. Parents are directed to contact Albemarle County Schools in order to facilitate the child count / child find process.

The accurate figures and count provided to the Virginia Department of Education is calculated as part of the December 1 Child Count Report submitted to the Virginia Department of Education. Service plans are developed during the course of the school year similar to IEP development in the public schools.