

**Excelsior Springs 40 School District
Private/Parochial/HomeSchool
Representative Meeting**

**Date: September 1, 2015
8:30 am
Excelsior Springs Central Office**

Agenda:

- 1. Welcome and Introductions**
- 2. Explanation of Proportionate Share**
- 3. Input from Representatives**
- 4. Questions/Answers**

Minutes:

Introductions and persons attending:

Introductions were made and included: Terri Combs, Director of Student Services, Leslie Leonhard, Process Coordinator at Lewis Elementary and Courtney Sisson, Title I Reading Specialist at Lewis Elementary.

Purpose of proportionate share and district plan explained.

Documentation of proportionate share and district plan were provided to participants and discussed.

Input from community representatives

No community homeschool parents were present.

Questions and Answers

Questions from district staff were answered including specific instances of who may qualify for services and how money will be spent.

**Excelsior Springs 40 School District
Excelsior Springs, Missouri
Documentation of Private/Parochial Consultation for 2015-2016 for
District Service Plan for Provision of Services to Parentally-Placed
Private School Students with Disabilities, IDEA 2004**

The Excelsior Springs 40 School District had one private-parochial-home schooled students with disabilities on the December 1, 2014, Child Count and no private school representatives with whom to consult prior to August 15, 2015. The district's plan has been developed based on previous year's services and consultations.

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

Identified eligible children may participate equitably through implementation of their service plans as provided within the available amount of proportionate share of federal funds for special education, as well as, according to the district's priority plan for those funds. Children suspected of having a disability may be referred for evaluation according to the district's child find procedures.

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 district publishes the child find public notices in the newspaper, on the district website, on radio, and through postings in each administrative office of the district. Information is also provided through individual contact with district personnel.

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?

The district had no students with a disability served and one eligible student who was not served between October 1 and December 1, 2014, child count. The proportionate share worksheet was calculated using this number. The amount figured was \$0.00. This amount reflects the proportionate amount of IDEA Part B funds that must be expended for services for this population of children. There district has, however, budgeted 10000.00 as there have been several phone calls and one student already identified for services.

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?

Awareness, child find, and identification are continuous processes throughout the school year. Identified eligible children will have service plans. Implementation of those services will be based on available proportionate share funds and the district's plan for providing services. See item #9.

5. How will special education and related services be provided to parentally-placed private school students with disabilities?

Services will be provided by qualified providers as stated in the service plan for the eligible parentally-placed private school student with a disability according to the district's priority plan for services and until the district has expended any available proportionate share of federal special education funds.

6. Where will special education and related services be provided to parentally-placed private school students with disabilities?

Services will be provided at the public school or at a mutually agreed neutral site in accordance with the service plan.

7. By whom will special education and related services be provided to parentally-placed private school students with disabilities?

The district will employ or contract qualified providers as needed to implement the service plan.

8. How will the annual count of the number of parentally-placed private school children with disabilities be conducted?

As a Missouri public school district, this count will be conducted in conjunction with the annual count of children with disabilities each December 1.

9. How will services be apportioned if funds are insufficient to serve all children? How and when will these decisions be made?

Funds will first be provided to implement speech/language services, followed by occupational therapy, physical therapy, and specialized instruction in reading or math, according to the service plans of eligible students at the start of each school year, or upon initial identification and service plan for the first eligible student. Within these instructional areas, priority will be given to early intervention with the youngest eligible students beginning at Kindergarten for private school or age 7 for home-schooled students. Priority will be given to serving K-4 students.

10. Do the local educational agency and all private school officials agree that ongoing consultation as needed was timely and meaningful?

☒ yes ☐ no