ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY’25

Children with Disabilities Enrolled by Their Parents in Private Schools

IDEA Part B Equitable Services Form

Equitable services are special education and related services, including direct services, provided to parentally-placed private school children with disabilities in accordance with the provisions of IDEA and its implementing regulations in 34 C.F.R. §§ 300.130 through 300.144.

Timely and meaningful consultation must occur before any decisions are made that will affect the participation of parentally-placed private school children with disabilities in IDEA Part B programs. 34 C.F.R. § 300.134. Thus, decisions about services may not be made in advance or in the absence of timely and meaningful consultation. After timely and meaningful consultation has occurred with private school representatives and representatives of parents of parentally-placed private school children with disabilities, the LEA where private elementary schools and secondary schools are located is responsible for making final decisions about all aspects of the services to be provided to parentally-placed private school children with disabilities attending private schools located in the LEA. 34 C.F.R. § 300.137(b).

If the LEA 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 LEA must provide to the private school officials a written explanation of the reasons why the LEA chose not to accept the recommendations of the private school officials. 34 C.F.R. § 300.134(e).

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| LEA: |  |

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| Fiscal Year: |  |

Are there approved nonpublic nonprofit schools within your LEA’s geographic area? Yes No

If you checked “No” there is no need to complete the rest of the form- upload to GMS as is.

If you checked “Yes” complete the rest of this form and then upload.

Part I:34 CFR 300.134 Written Affirmation of Timely and Meaningful Consultation

Meaningful Consultation as defined by OSEP in the February 2022 Q & A (link)

Consultation

Consultation is a mandatory process that involves discussions between the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities on key issues relating to the equitable participation of eligible private school children with disabilities in Federally-funded special education and related services.

Under 34 C.F.R. § 300.134, each LEA (or, if appropriate, an SEA) must consult in a timely and meaningful way with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for parentally-placed private school children. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered by the LEA where private schools are located before that LEA makes any decision that has an impact on services for parentally-placed private school children with disabilities.

In order for consultation to be meaningful it must be timely and ongoing through the school year

Many jurisdictions have found that it works well when consultation meetings take place at appropriate times throughout the school year to address, at a minimum, the child find process, the child count, the types of services that will be provided, when decisions regarding services will be made, and to plan for the delivery and location of services. Generally, consultation occurs at meetings convened by an LEA with private school representatives and representatives of parents of parentally-placed private school children with disabilities who have agreed to engage in the consultation process. In addition to face-to-face meetings, an LEA and the representatives could mutually agree to facilitate additional consultation activities through virtual means, such as discussions via videoconferencing or conference calls and written communications throughout the school year.

The consultation process must include:

* 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 share of Federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated;
* How the consultation process among representatives of the agency, the private schools, and the parents of parentally-placed private school children will take place, including how the 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;
* How, where, and by whom special education and related services will be provided, including a discussion of types of services, including direct services and alternate service-delivery mechanisms, as well as how the services will be apportioned if funds are insufficient to serve all children; and how and when decisions regarding services will be made; and
* How, if LEA representatives disagree 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 LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to adopt the recommendations of the private school officials. See 34 C.F.R. § 300.134(a)–(e).

Consistent with 34 C.F.R. § 300.134, timely and meaningful consultation must occur before any decisions are made that will affect the expenditure of IDEA Part B funds to support the equitable participation of parentally-placed private school children with disabilities in programs assisted or carried out under IDEA Part B.

When timely and meaningful consultation has occurred, the LEA where private elementary schools and secondary schools are located must maintain documentation11 that the consultation has occurred, including a written affirmation signed by the representatives of the participating private schools, as required by 34 C.F.R. § 300.135. Other examples of documentation include meeting agendas, attendance sheets, and written records regarding topics addressed and decisions made. The requirements also apply to consultations conducted virtually.

11.

Another way to document participation in the consultation process is to gather signatures from participants at the end of each consultation meeting. Since the consultation process is ongoing throughout the school year, maintaining copies of the written affirmation forms obtained during each of the consultation meetings is one way to help document that the consultation process has occurred throughout the school year.

Please refer to Non-Public School Non-Profit Status Document located at:

[NH Public Schools | NH Department of Education](https://my.doe.nh.gov/Profiles/PublicReports/PublicReports.aspx?ReportName=SchoolsNonPublicByTown)

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| I a) List ALL of the private (approved nonpublic) nonprofit schools located within the LEA’s geographic area. Use additional pages, if necessary. | I b) Did the LEA conduct meaningful consultation with the school throughout 2023-2024 | I c) Please and attach documentation to this application of the LEA/district’s efforts to consult with the private school if the answer to 1b) is No. |
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34 CFR 300.133 Calculation of Expenditures

Part II: Proportional Share for FY’24 (July 1, 2024- June 30, 2025) 34 CFR 300.133(3)(c) Expenditures

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| Part III: Proportional Share for FY’25 (July 1, 2024 - June 30, 2025)  If there are no eligible children in III (a), please indicate by entering “0”. | | |
|  | Calculation to be Completed | Comments |
| III (a) Total # of eligible parentally-placed children with disabilities attending private, non-profit schools located in the district. This is *not* limited to children with disabilities who are receiving services. |  | Children who have been *evaluated and found eligible for special education and/or related services* must be included in the calculation. This includes children who were found eligible:   * *and receiving services;* * *but parents refused services AND/OR* * *eligible students who are not receiving services as a result of meaningful consultation.*   The LEA, after timely and meaningful consultation, must ensure that the count is conducted on October 1, 2023. |
| III (b) Total # of eligible public school children with disabilities (ages 3-21) in the LEA’s jurisdiction. |  | This is the number of eligible children with disabilities the LEA is responsible for providing services. This is a one-day count for the same year as the count for the private school. This may be the # of children in the district’s child count for that year. |
| III (c) Total number of private, non-profit and public eligible children with disabilities in the LEA’s jurisdiction |  | Add III (a) and III (b) |
| III (d) IDEA 611 federal funds amount (NOT including 619 funds) | $ | Enter the district’s federal funds amount for IDEA 611. This DOES NOT include IDEA PK 619 funds. |
| III (e) Per child proportional share of funds | $ | Divide the federal funds amount by the total number of private and public eligible children with disabilities. III(d) divided III(c)= III(e) |
| III (f) Total amount of proportional share of funds for FY’25 | $ | Multiply III(e) times III(a) |

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| IV The total amount of proportional share IDEA funds for Parentally Placed children with disabilities available for FY ’25 (figure in Part III (f) | $ |

Any unexpended proportional share funds from FY’25, (July 1, 2024 – September 30, 2025) may be reallocated to IDEA funds at the 24-month mark.