IDEA Equitable Services
Technical Assistance

August 24, 2021
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Senior Manager, State Ombudsman
Dawn Kemp, Part B Data Manager
Amber McCollum, Part B Budget Manager
Agenda

- Data requirements
- Budget requirements
- ES4PS
Offering a holistic education to each and every child in our state.

Snapshot of Requirements
LEA Requirements

- Timely and Meaningful Consultation
- Written Affirmation
- Child Find
- Evaluation and Determination of Eligibility
LEA Requirements (cont.)

- Proportionate Share Calculation
- Proportionate Share Expenditure
- Development of Service Plans
- Providing or Contracting For Services
Child Find and Data Requirements

Dawn Kemp
Child Find

Per 34 CFR § 300.131, an LEA must conduct child find activities for parentally-placed private school children with disabilities.
Child Find for Parentally-Placed Private School Children with Disabilities

34 CFR § 300.131

(a) General. Each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, in accordance with paragraphs (b) through (e) of this section, and §§300.111 and 300.201.

(b) Child find design. The child find process must be designed to ensure—

(1) The equitable participation of parentally-placed private school children; and

(2) An accurate count of those children.
Child Find Obligation

• LEAs have Child Find responsibility for all children within their jurisdiction suspected of having disabilities, regardless of the severity of their disabilities.
Child Find

This includes:

• **Preschool Children**, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-kindergarten, including children who are parentally placed in private preschools or daycare centers outside the LEA;

• school age children, ages 5 through 21, who are parentally placed in private schools or homeschool;

• children who are enrolled in a public school within the LEA, *including public charter schools*;

• children who are incarcerated in facilities operated by the local sheriff’s office or other municipalities; and

• any other children *suspected of having disabilities*, even when those children may be progressing from grade to grade.
Child Find

Annual child find activity/notification published through public notification system is required. Possible methods of distribution include public service announcements and pamphlets distributed by:

- newspaper
- radio
- website
- television
- public health agencies
- pediatrician offices
A Few Child Find Reminders

• What exactly are “Child Find” students?
  In Georgia, Child Find students are defined as students with disabilities who are qualified for special education; however, they are not actively enrolled because they are enrolled in private school or are homeschooled.

• Why is Georgia capturing these students in our data collection?
  All students identified as students with disabilities must be captured to determine Proportionate Share.
A Few Child Find Reminders

- Do all Child Find students receive services under a Services Plan (SP), if not, do we have to count them?

No, all Child Find students do not receive services under a SP. However, all Child Find students must be counted including those who do not receive services (N). Remember, SP students are those provided with the services specified in the Proportionate Share consultation with the private school.
A Few Child Find Reminders

• Who reports the Child Find Student? We have a private school in the geographic region of our LEA, but not all students receiving proportionate share services live in our LEA.

  A Child Find SP student (served under a Services Plan) should be reported by the LEA providing the services, even if he/she is not a resident. A Child Find N student (not served) should be reported by the LEA in which the home or private school is located since this is the LEA that might later be required to use proportionate share funds to provide services to the student.

• Is there a chart for which elements to report for Child Find students?
  Yes, see the next slide. There will also be a review of elements in the Private School & Pre-K Section of this presentation.
<table>
<thead>
<tr>
<th>Description</th>
<th>Private or Home School SWD with an SP</th>
<th>Private or Home School SWD, not being served with an SP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT STATUS</strong></td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td><strong>IEP SERVICES</strong></td>
<td>S (Yes, SWD is receiving services on an SP)</td>
<td>N (No, SWD is qualified for Special Educational services but does not have an SP)</td>
</tr>
<tr>
<td><strong>GTID</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Name (LAST, FIRST, and MIDDLE)</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>DATE OF BIRTH</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>GRADE LEVEL</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>ETHNIC HISPANIC</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>RACEs (INDIAN, ASIAN, BLACK, PACIFIC, WHITE)</strong></td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>PRIOR TEN DAYS</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td><strong>RESIDENT STATUS CODE</strong></td>
<td>Cannot be ‘7’</td>
<td>Must be ‘1’</td>
</tr>
<tr>
<td><strong>SYSTEM OF RESIDENCY</strong></td>
<td>The district serving the student should be reporting the student. SYSTEM OF RESIDENCY should be the reporting district if student is being served under the SP.</td>
<td>The district of residence for these students should be the SYSTEM CODE of the reporting district.</td>
</tr>
<tr>
<td><strong>WITHDRAWAL DATE</strong></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>WITHDRAWAL CODE</strong></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>PROGRAM CODES 1-6</strong></td>
<td>Must be all ‘O’ segments</td>
<td>Must be all ‘O’ segments</td>
</tr>
<tr>
<td><strong>INCLUSION SEGMENT 1-6</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td><strong>ITINERANT TEACHER SEGMENT 1-6</strong></td>
<td>Must be ‘N’</td>
<td>Must be ‘N’</td>
</tr>
<tr>
<td>SUPPLEMENTAL SPEECH SEGMENT 1-6</td>
<td>Must be 'N'</td>
<td>Must be 'N'</td>
</tr>
<tr>
<td>TRANSPORTED SEGMENT 1-6</td>
<td>Must be 'N'</td>
<td>Must be 'N'</td>
</tr>
<tr>
<td>TOTAL SERVICE MINUTES</td>
<td>Must be blank</td>
<td>Must be blank</td>
</tr>
<tr>
<td>REPORT TYPE</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>PRIMARY AREA</td>
<td>Must be reported</td>
<td>Must be reported</td>
</tr>
<tr>
<td>SPECIAL ED ENVIRONMENT</td>
<td>Use appropriate PK environment; Use 0 for School Age Environment</td>
<td>Must be blank</td>
</tr>
<tr>
<td>ALTERNATE CONTENT STANDARDS</td>
<td>Must be blank</td>
<td>Must be blank</td>
</tr>
<tr>
<td>SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8</td>
<td>Report any disability appropriate for each student based on the services the student is receiving.</td>
<td>Must be N or blank</td>
</tr>
<tr>
<td>RELATED SPECIAL ED SERVICES A-L, 3</td>
<td>Report any related service appropriate for each student.</td>
<td>Must be ‘N’ or blank</td>
</tr>
</tbody>
</table>
### FT085 - IEP Services by Primary Area

#### Special Education Reports Menu

All Special Ed Services by Primary Area - This Report Included Students Who Are Receiving All Special Ed Services or Not All Special Ed Services. It Includes Students Who Are on a Service Plan. The Report Includes The Students School, Primary Area, Grade Level and Ethnicity.

<table>
<thead>
<tr>
<th>Primary Area</th>
<th>N = Student Is not Receiving IEP Services</th>
<th>S = Student Is Receiving Service Plan Services</th>
<th>Y = Student Is Receiving IEP Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z  Visual Impairment</td>
<td>5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Y  Other Health Impairment</td>
<td>9</td>
<td>0</td>
<td>352</td>
</tr>
<tr>
<td>X  Deaf</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>W  Hearing Impairment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V  Orthopedic Impairment</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>U  Specific Learning Disability</td>
<td>0</td>
<td>0</td>
<td>610</td>
</tr>
<tr>
<td>T  Emotional &amp; Behavioral Disorder</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>S  Profound Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>R  Severe Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Q  Moderate Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>P  Mild Intellectual Disability</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>B  Significant Developmental Delay</td>
<td>0</td>
<td>0</td>
<td>216</td>
</tr>
<tr>
<td>J  Traumatic Brain Injury</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>H  Autism</td>
<td>2</td>
<td>2</td>
<td>249</td>
</tr>
<tr>
<td>G  Speech/Language Impairment</td>
<td>6</td>
<td>2</td>
<td>129</td>
</tr>
<tr>
<td>F  Deaf and Blind</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E  Blind</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>D  System Total for 1</td>
<td>57</td>
<td>4</td>
<td>1.735</td>
</tr>
</tbody>
</table>
Budget Requirements
Definition of Equitable Services

- Special education and related services provided to **parentally-placed private school children with disabilities** in accordance with the provisions in the IDEA and its implementing regulations in **34 CFR §§ 300.130 - 300.144**

- Does not apply to Charter LEAs
Proportionate Share

• An LEA must expend a proportionate share of federal IDEA funds on equitable services for parentally-placed private school children with disabilities (34 CFR § 300.133).
Eligible Students for IDEA Equitable Services

Students with disabilities (preschool – 12th grade) who are parentally placed in a nonprofit private elementary or secondary school (34 CFR §300.130)

Home-school students with disabilities

In Georgia, home school students are treated as private school students in regard to special education (Georgia Rule 160-4-7-.13(3)(a)(1)).
Definition of Parentally-Placed Private School Children with Disabilities

34 CFR § 300.130

• Defines *parentally-placed private school children with disabilities*

  • Children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school in 34 CFR § 300.13 or secondary school in 34 CFR § 300.36, other than children with disabilities covered under 34 CFR §§ 300.145 – 300.147.

  • The definitions of elementary school in 34 CFR § 300.13 and secondary school in 34 CFR § 300.36 specify that the school must be *nonprofit*. 
Definition of Elementary School

34 CFR § 300.13

• *Elementary school* means a **nonprofit** institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

• In Georgia, that includes any private school that meets the definition of elementary school to include having a *kindergarten program*. 
Definition of Secondary School

34 CFR § 300.36

• *Secondary school* means a *nonprofit* institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12.

• In Georgia, that includes any private school that meets the definition of secondary school. State law defines middle school as a school which contains no grade below grade four and no grade above eight. High school is defined as a school which contains any grade above grade eight ([Georgia Rule 160-4-7-.21(38)]).
Private School Location and the LEA Responsible

• Obligation to provide equitable services rests with the LEA where the student’s private/home school is located (34 CFR § 300.131(a))

• Requirement does not apply if there are no private/home schools in the LEA’s jurisdiction
Timely and Meaningful Consultation

34 CFR § 300.134

• Occurs prior to other required activities
• Must invite and consult with the private school representatives and representatives of parents of eligible private and home-schooled children
• Collaborative process
• Ongoing process
Timely and Meaningful Consultation – Required Topics

34 CFR § 300.134

1. Child find process including:
   • How parentally-placed private school children suspected of having a disability can participate equitably in child find
   • How parents, teachers, and private school officials will be informed of the process

2. The proportionate share amount available to serve parentally-placed private school children with disabilities and how it was calculated.
Timely and Meaningful Consultation – Required Topics (cont.)

34 CFR § 300.134

3 Consultation process, methodology and schedule for the school year.

4 How, where and by whom special education and related services will be provided for parentally-placed private/home school children with disabilities, including a discussion of the types and amounts of services that will be provided.

• The LEA must make the final decisions on services to be provided after receiving views from the participants (34 CFR § 300.137(b)(2)).
Timely and Meaningful Consultation – Required Topics (cont.)

34 CFR § 300.134

5 How, if the LEA disagrees with the views of the private schools on services, it will provide a written explanation of why it chose not to follow the views of the private schools.
Written Affirmation

The LEA must obtain a signed written affirmation from participating private school and home school representatives (34 CFR § 300.135).
Written Affirmation

Need More Than a Record of Attendance

Provided to Each Representative to Sign

Any Refusals to Sign Should be Noted
Documentation to Keep

• Emails/letters to find eligible students
• Copies of all notices – letters, emails, website notification, newspaper, home school registration materials, etc.
• Outreach attempts for consultation, nature of the attempts, and outcomes of the attempts
• Sign-in sheets
• Agendas, PowerPoints and all training materials
• Written affirmations and consultation notes
An LEA must spend the proportionate share amount of IDEA Part B funds to provide equitable services for parentally-placed private school children with disabilities (34 CFR § 300.133(a)).
Proportionate Share of Funds

34 CFR § 300.133 Expenditures

(a) Formula. To meet the requirement of §300.132(a) each LEA must spend the following on providing special education and related services (including direct services) to parentally-placed private school children with disabilities:

(1) For children aged 3 through 21, an amount that is the same proportion of the LEA's total subgrant under section 611(f) of the Act as the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.
(2)(i) For children aged three through five, an amount that is the same proportion of the LEA's total subgrant under section 619(g) of the Act as the number of parentally-placed private school children with disabilities aged three through five who are enrolled by their parents in a private, including religious, elementary school located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged three through five.

(ii) As described in paragraph (a)(2)(i) of this section, children aged three through five are considered to be parentally-placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if the parent rejected the LEAs IEP offer of FAPE and they are enrolled in a private school that meets the definition of elementary school in §300.13.
An LEA must calculate the proportionate share amount of IDEA Part B funds to be provided for parentally-placed private school children with disabilities (34 CFR § 300.133(b)).
Proportionate Share Calculation

34 CFR § 300.133 Expenditures

(b) Calculating proportionate amount. In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the LEA, after timely and meaningful consultation with representatives of private schools under §300.134, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the LEA. (See appendix B for an example of how proportionate share is calculated).
## Proportionate Share Calculation

### Calculation Worksheet

<table>
<thead>
<tr>
<th></th>
<th>3- 5 Only</th>
<th>3-21 Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEA 619 Preschool and IDEA 611 Flowthrough</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Number of eligible private/home schooled children with disabilities not having an IEP:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Number of children with disabilities with IEPs (public, private and home):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Total number of children with disabilities (A + B):</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Proportionate Percentage (A / C):</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>E. Allocation Amount:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Proportionate Amount (D * E):</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>G. Carryover Amount</td>
<td><strong>Prior year unspent amount</strong></td>
<td></td>
</tr>
<tr>
<td>H. Total Proportionate Amount (F+G):</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

### Remember:

- Use the previous fiscal year’s October Child Find Count (A and B above)
- May need to amend count later
Proportionate Share Expenditures

34 CFR § 300.133

An LEA …

• Determines the services to provide certain parentally-placed private school children with disabilities after timely and meaningful consultation

• Must carry over any unexpended proportionate share funds for one year

• State and local funds may supplement, but not supplant, the proportionate share funds
Direct and Indirect Services

• LEA must spend a proportionate amount of Part B funds on providing special education and related services (including direct services) to parentally-placed private school children with disabilities

• IDEA does not require an LEA to spend the proportionate share only for direct services
  • consultative services, equipment, or materials for eligible parentally-placed children with disabilities or training for private school teachers and other private school personnel
Direct and Indirect Services

• A determination must be made about how the available amount of funds will be utilized so that the parentally-placed private school children with disabilities designated to receive services can benefit from the services offered.
34 CFR § 300.132 – Provision of Services for Parentally-Placed Private School Children with Disabilities – Basic Requirement

• Explains the provision of services for parentally-placed private school children with disabilities
  • The LEA where the private school is located has the obligation to provide equitable services.

• A service plan must be developed and implemented.

• Each LEA must maintain records and provide information to the SEA.
  (1) The number of children evaluated;
  (2) The number of children determined to be children with disabilities; and
  (3) The number of children served.
34 CFR § 300.137(a) Equitable Services Determined

- Clarifies that no parentally-placed private school child with a disability has an individual right to services
  - No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.
Unallowable Uses of Proportionate Share Funds

34 CFR § 300.141

To finance the existing level of instruction in a private school or to otherwise benefit the private school

To meet the needs of a private school

To meet the general needs of the students enrolled in the private school
Carryover and Waivers

One-year carry-over period for unexpended proportionate share funds

Option for a waiver after one-year carry-over period if LEA is in compliance with the requirements related to parentally-placed private school children with disabilities in 34 CFR § 300.129 through 300.144

Approved waiver allows funds to pay for other allowable Part B expenditures
Common FAQs
FAQs

1. May an LEA give the proportionate share funds to the private school to provide equitable services?
   No.

2. May proportionate share funds be used to pay for an employee of the private school?
   Services administered by a private school employee may be paid using Part B funds if the employee performs the service outside of his or her regular hours of duty and must perform services under public supervision and control (34 CFR §300.142(b)).
FAQs

3. May an LEA use proportionate share funds for administrative costs?
   No, these funds must be used on children directly or indirectly (34 CFR §300.144(a)).

4. May an LEA expend more funds for equitable service than required using Part B funds?
   Yes, IDEA, as well as, state and local funds may be used as long as the minimum IDEA proportionate share amount is expended.
5. Are there any particular kinds of services or specified amounts of services that must be provided to parentally-placed private school children with disabilities under Part B of the IDEA?

No. These decisions are made during the consultation process and are based on the needs of the children designated to receive services. Children have no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school.
FAQs

6. May an LEA place equipment and supplies for equitable services in a private school?

Yes, but only for the time period needed to provide services. The LEA must ensure that equipment or supplies must only be used for Part B purposes and can be removed without remodeling the facility. All equipment and supplies must be removed when no longer needed or if removal is necessary to prevent unauthorized use (34 CFR §300.144(b),(c) and (d)).
7. May Part B funds for equitable services be used for repairs, minor remodeling, or construction of private school facilities?

No (34 CFR §300.144(e)).
IDEA Budget Liaisons

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New and Exciting: ES4PS
Integration of IDEA into ES4PS

Year 1 – 2021-2022
Update existing ES4PS Private School Platform to incorporate IDEA

• School List
  No change

• Invitations
  Template and response form change

• Form A
  Change to form to collect count and verify consultation

• Form B
  Change to include IDEA

Year 2 – 2022-2023
Design and Develop Customized ES4PS Platform for Home School & IDEA

• Database
  New database of home school families – internal collaboration

• Invitations
  Create a new template and response form for parents & guardians

• Form A
  Develop custom form to collect count and verify consultation

• Form B
  Create new form for families to respond regarding consultation
High-Level Summary of ES4PS
YEAR 1: INTEGRATION OF IDEA IN PRIVATE SCHOOL PLATFORM

Invitations
LIVE DEMO OCT. 1

- Available August 2021
- Due – GaDOE recommends sending in Fall 2021 to allow ample time for consultation prior to start of the 2022-2023 school year.
- IDEA and ESSA staff in the LEA must coordinate sending invitations and should coordinate scheduling initial consultation(s).
- Customize the template for the LEA.
- Follow-up on invitations that have not been opened or which a school has accessed but not responded.

Form A
LIVE DEMO DEC. 3

- Available October 2021
- Due – June 15, 2022
- Form A collects information about eligible students and serves as the first part of the written affirmation required by US ED.
- IDEA and ESSA staff must coordinate the data entry and timeline of sending, approving and submitting Form A.
- Allow ample time to complete Form A.
High-Level Summary of ES4PS
YEAR 1: INTEGRATION OF IDEA IN PRIVATE SCHOOL PLATFORM

Form B
LIVE DEMO – OCT. 2022
• Available October 2022
• Due – Dec 15, 2022
• Form B collects information about students served, confirming services were completed as discussed in consultation and serves as the second part of the written affirmation required by US ED.
• IDEA and ESSA staff must coordinate the data entry and timeline of sending, approving and submitting Form B.

ES4PS Resources
GaDOE STATE OMBUDSMAN WEBPAGE
• ES4PS User Guides
  • Invitations
  • Form A & Form A Amendment
  • Form B
• Live Demonstrations
  • Invitations
  • Form A
  • Form A Amendment (Does not apply to IDEA)
  • Form B (not applicable under October 2023)
Optional ConApp Budgeting Feature

In FY22 all ConApp users will see a new feature when accessing grant budgets. Private school budget entry allows:

- GaDOE grant programs to select the private schools participating in each grant.
- LEAs to budget by individual or multiple private schools.
  - Option 1: Budget by individual private school
  - Option 2: Budget by ‘Multiple Private Schools’.

If your LEA is serving one or more private schools through IDEA and would like to budget by a single or multiple private schools, please contact ombudsman@doe.k12.ga.us with the names of the private schools and our team will configure them in the portal ConApp Budget.
Federal Resource
IDEA Non-Regulatory Guidance Update

Proposed Guidance: Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools

- Public Comment Period Ended January 21, 2021
- Last Published Guidance 2011
- New Topics:
  - Equitable Services Providers
  - Preschool Children with Disabilities
  - Children Who Reside Out-of-State or Whose Parents Live in Other Countries
  - State-funded School Voucher and Scholarship Programs
  - Extended Public-School Closures
Federal and Georgia Department of Education (GaDOE) Resources

Federal Resources

• Provisions Related to Children with Disabilities Enrolled by Their Parents in Private Schools
• The Individuals with Disabilities Education Act: Provisions Related to Children with Disabilities Enrolled by Their Parents in Private Schools

GaDOE Resources

• GaDOE Implementation Manual - Private Schools Chapter
• Equitable Services for Private and Home School Students Webinar
• Sample affirmation forms
  • Individual form
  • Group form

Code of Federal Regulations

• 34 CFR Part 300 IDEA Regulations
  • §300.130 - 300.144 Children with Disabilities Enrolled by Their Parents in Private School
ES4PS Resources

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/State-Ombudsman.aspx
GaDOE Resource
Online Training Module for IDEA Requirements

IDEA Equitable Services: What You Need to Know

- Module 1: Introduction to IDEA Equitable Services
- Module 2: Timely and Meaningful Consultation
- Module 3: Child Find and Evaluations
- Module 4: Child Count and Proportionate Share
- Module 5: Services Plans and Provision of Services
- Module 6: Frequently Asked Questions (FAQs)
- Module 7: Resources

Access through the Professional Learning (PL) application within SLDS
Questions?
www.gadoe.org
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