Operational Information for Today's Consultation

- All participants will be muted during the presentation.
- Please direct all questions through the chat feature.
- This presentation will be recorded and linked to the MMSD private & parochial site.
- An FAQ will be created and linked to the MMSD private & parochial site.
- In attendance today includes MMSD Staff, Private School Administrators from Madison / Monona Grove / Middleton / Sun Prairie, DPI ESSA Ombudsman Abbie Pavela

Consultation of Private School Officials

September 16, 2020
Via Zoom

https://sites.google.com/madison.k12.wi.us/mmsd-private-school-services/home

Today's Outcomes

- To understand the CLC Grant and after school options for the Private/Parochial Schools
- To review the MMSD Private/Parochial staff
- To understand the importance of identifying your ELL students under Title III
- To understand Title I, Title II, Title IV, Title III, ESSER, GEER and IDEA equitable shares
- To review the SSIT and Referral for Special Education Process

MMSD Administrators

Title I, Title II, Title IV, ESSER & GEER - Jennifer Waldner
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MMSD Teachers & Clericals Supporting Private Schools

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01

Madison School & Community Recreation (MSCR)

21st Century Community Learning Center (CLC) Grants

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608-204-3008

Ian Hannah, MSCR Secondary Programs Supervisor
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MSCR 21st Century Community Learning Centers

Madison School & Community Recreation (MSCR), a department of Madison Metropolitan School District (MMSD), currently manages and operates fifteen 21st Century Community Learning Center (CLC) Grants awarded from the U.S. Department of Education through Wisconsin DPI.

These grant programs target low-income, low achieving students. Our programs strive to improve academic achievement, especially in literacy and math, through tutoring/ homework assistance and hands-on academic enrichment during after school hours.

Elementary Schools

Allis Elementary
Falk Elementary
Henderson Elementary
Hawthorne Elementary
Lindbergh Elementary
Mendota Elementary
Midvale Elementary
Nuestro Mundo Community School
Sandburg Elementary
Schenk Elementary

Middle & High Schools

Black Hawk Middle School
Sennett Middle School
Sherman Middle School
Wright Middle School
LaFollette High School

CLC Funding Cycles

- Competitive application process
- Funding for five years, then must reapply
- Average Daily Attendance (ADA) Funding Tier
  - 25-40 $80,000
  - 41-55 $100,000
  - 56-70 $115,000
  - 71-85 $130,000
  - 86 & Up $145,000 (MAX)

CLC Grant Requirements

- Must Offer:
  - Academic enrichment opportunities for students
  - Additional student activities that complement academic programming
  - Opportunities for active and meaningful engagement in each child's education for families
- Programs should:
  - Target students with greatest need
  - Employ multiple methods for recruiting students
  - Develop plan for retention of students
- While school is virtual this year:
  - CLC will offer a variety of virtual programming options, including specialty clubs.
  - If interested in specific information about virtual options, please reach out to the CLC contacts.

02

ESSA

Every Student Succeeds Act

ESSA
Every Student Succeeds Act

TIMELINE

1965 — Elementary and Secondary Education Act (ESEA)

2002 — No Child Left Behind Act (NCLB)

2015 — Every Student Succeeds Act (ESSA) 2015

2020 — CARES Act and GEER Funds

ESSA Resources

DPI: https://dpi.wi.gov/esea/new-items-interest

USDE: https://www.ed.gov/ESSA

Alliance For Excellent Education Federal Flash

Distribution of Title Funds

U.S. Department of Education

WI Department of Public Instruction

Madison Metropolitan School District

Private and Parochial Equitable Share

ESSA Equitable Shares Calculations

If participating per the Affirmation:

Title I allocation for services = # Low Income Students X Per Pupil Amount*

Title II allocation = Total Enrollment X Per Pupil Amount*

Title III allocation for services = Title III Enrollment X Per Pupil Amount*

Title IV allocation = Total Enrollment X Per Pupil Amount*

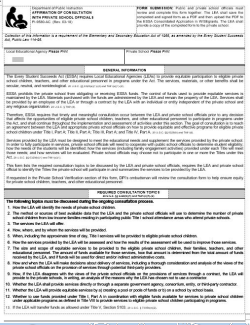
CARES Act allocation = Total Enrollment X Per Pupil Amount**

The use of total enrollment vs. low income enrollment is still in litigation at the federal level.

*Per Pupil Amount = Total award / (public enrollment + private enrollment)

Affirmations

- PI-1207 Private School Report (due October 15 for the following year)
- ESSER and GEER have separate affirmations
- Can not move forward until all Affirmations have been signed and uploaded to DPI (not just MMSD private schools)
- MMSD Timeline
- New private schools must be in existence for 1 year in order to be served


Department of Public Instruction
AFFIRMATION OF LEA SELECTION
AND PRIVATE SCHOOL OFFICIALS
PI-1206 (Rev. 08-20)

FORM SUBMISSION: Public and private school officials must review and complete this form together. The LEA shall save the completed form electronically and upload it to the Consolidated Application in WISEgrants. The LEA must retain a copy of the form for its records. Do not mail this form to DPI.

Collection of this information is a requirement of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Public Law 114-95.

Local Educational Agency Please PRINT	Private School Please PRINT

GENERAL INFORMATION

The Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs) to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act. The services, materials, or other benefits shall be secular, neutral, and nonideological. 20 U.S.C. §7881(a) (Section 9501(a)) 34 C.F.R. §76.651(a)

ESSA provides the private school from obligating or awarding ESEA funds. The control of funds used to provide equitable services is maintained by the LEA. Materials purchased with the funds are administered by the LEA and remain the property of the LEA. Services shall be provided by the LEA directly or through a contract by the LEA with an individual or entity independent of the private school and any religious organization. 20 U.S.C. §7881(b)

Therefore, ESSA requires that timely and meaningful consultation occur between the LEA and private school officials prior to any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate in programs under the Act, and that a discussion of all topics listed in ESSA consultation is a prerequisite of activities under the services. In general one of a group or more between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children under Titles I, Part A; Title II, Part A; and Title IV, Part A. 20 U.S.C. §7881(d)(1)(A)(i)(ii)

Services provided by the LEA must be designed to meet the educational needs and supplement the services provided by the private school. Prior to the beginning of each school year, the LEA must consult with private school officials on the following topics: how the needs of the students will be identified; how the services (including library engagement activities) provided under each Title will meet those needs; and how services will be evaluated. Private school officials may choose not to participate in one or more the Titles under this form, but must be consulted.

This form lists the required consultation topics to be discussed by the LEA and private school officials, requires the LEA and private school officials to identify the Titles the private school will participate in and summarizes the services to be provided by the LEA.

If requested in the Private School Verification section of this form, DPI's ombudsman will review the consultation form to help ensure equity for private school children, teachers, and other educational personnel.

REQUIRED CONSULTATION TOPICS
(Consultation must occur prior to signing the Affirmation and before the LEA submits its consolidated application.)

The following topics must be discussed during the required consultative process.

1. How the LEA will identify the needs of private school children.
2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low income families residing in participating public Title I school attendance areas who attend private schools.
3. The services the LEA will offer.
4. How and when the services will be provided.
5. When, including the timeline, and how often the services will be provided to eligible private school children.
6. How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.
7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services, here that amount is determined from the total amount of funds available to the LEA, after the LEA reserves funds for administrative purposes.
8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.
9. Now, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to use a contractor.
10. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
11. Whether the LEA will provide equitable services by creating a pool or pools of funds or to use a school by school basis.
12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VII to provide services to eligible private school children participating in programs.

13. If the LEA will transfer funds as allowed under Title II, Section 5103. 20 U.S.C. § 7104(b)(3)

Title I, Part A

Title I School Eligibility

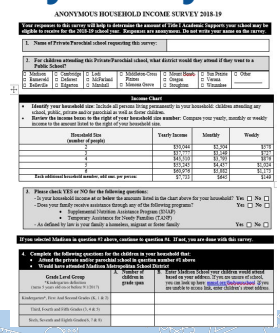
- Based on the number of children ages 5 -17 in poverty in a school's attendance area from the previous January
- Public schools are TI eligible if poverty percentage is at or above the district average
- Private school students are eligible for services if they reside in a TI attendance boundary
- No new Title I Schools added for the 2020-21 school year

Poverty/Non-Poverty Survey

Why is the survey important
- Impacts Title I Allocations
- Informs Service Design

When will the survey happen this year?
- Will be emailed out in late November
- Return data to MMSD Jan. 8

What to do If parents indicate attendance in a district other than MMSD?
- Contact the other school district
- Students may be eligible for Title I services at your school from other districts



ANONYMOUS HOUSEHOLD INCOME SURVEY 2018-19

Your response to this survey will help to determine the amount of Title I Academic Supports your school may be eligible to receive for the 2018-19 school year. Responses are anonymous. Do not write your name on the survey.

1. Name of Private/Parochial school requesting this survey:

2. For children attending this Private/Parochial school, what district would they attend if they went to a Public School?

☐ Madison	☐ Cambridge	☐ Lodi	☐ Middleton-Cross Plains	☐ Mount Horeb	☐ Sun Prairie
☐ Sauk-Prairie	☐ Deerfield	☐ McFarland	☐ Oregon	☐ Verona	☐ Other _____
☐ Belleville	☐ Edgerton	☐ Marshall	☐ Stoughton	☐ Waunakee	

Income Chart

4. Identify your household size (include all persons living permanently in your household: children attending any school, public, private and/or parochial as well as foster children).
- Review the income boxes to the right of your household size number: Compare your yearly, monthly or weekly income to the amount listed to the right of your household size.

Household Size (number of people)	Yearly Income	Monthly	Weekly
1	$33,948	$2,829	$653
2	$45,952	$3,188	$736
3	$57,956	$3,589	$828
4	$69,960	$3,989	$921
5	$81,965	$4,431	$1,024
6	$93,969	$5,083	$1,173
Each additional household member, add one per person.	$7,721	$643	$149

5. Please check YES or NO for the following questions:
- Is your household income at or below the amounts listed in the chart above for your household? Yes: ☐ No: ☐
- Does your family receive assistance through any of the following programs? Yes: ☐ No: ☐
  - Supplemental Nutrition Assistance Program (SNAP).
  - Temporary Assistance for Needy Families (TANF)
- As defined by law is your family a homeless, migrant or foster family: Yes: ☐ No: ☐

If you selected Madison in question #2 above, continue to question #4. If not, you are done with this survey.

4. Complete the following questions for the children in your household that:
- Attend the private and/or parochial school in question number #2 above
- Would have attended Madison Metropolitan School District

Grade Level Group (Circle 7 weeks after school ends – 2017)	No. of children in grade span	Enter address of your children would attend based on your address. If you are unsure of school, you can look up here: mmsd.org/findyourschool. If you are unable to access link, enter children's street address
Kindergarten*, First And Second Grades (K, 1, & 2)		
Third, Fourth and Fifth Grades (3, 4 & 5)		
Sixth, Seventh and Eighth Grades (6, 7 & 8)		

Title I Services for 2020-21

- Students will be receiving 1:1 virtual services this year
- Prioritizing reading services based on assessments conducted by Stephanie and Emily
- Students who participate in assessments:
  - Reside in Title I attendance area
  - Are recommended by teachers via google form
  - Receive parental permission

Title I Allocation for Services

Total number of students in poverty attending private schools

2015-2016	163 students
2016-2017	135 students
2017-2018	218 students
2018-2019	170 students
2019-2020	207 students
2020-2021	219 students

Title I Family Engagement Equitable Share

- Invitations to MMSD's relevant parent meetings
- Participation in your Back to School / Parent Nights
- Emailing Title I parents with quarterly updates (importance of having current email information)
- MMSD Family, Youth, and Community Engagement: https://face.madison.k12.wi.us/
- Summer family literacy materials for Title I students

Title II-A Funds

- Private / Parochial schools indicating "yes" on affirmation for Title IIA must complete the Needs Assessment before accessing the allocation. Submit by October 1, 2020
- Professional Development must be directly related to well rounded education needs defined on approved Needs Assessment

****Well-Rounded Education:**

- English
- Reading or Language
- Arts
- Writing
- Science
- Technology
- Engineering
- Mathematics
- World Languages
- Civics
- Government
- Political Science
- Economics
- Dance
- Media Arts
- Music
- Theater
- Visual Arts
- History
- Geography
- Driver's Education
- Computer Science
- Career and Technical Education
- Psychology
- Agriculture
- Food and Natural Resources
- Personal Financial Literacy
- Business and Information Technology
- Information and Technology Literacy
- School Counseling
- Early Learning
- Marketing
- Management and Entrepreneurship
- Family and Consumer Sciences
- Nutrition Education
- Environmental Education
- Health Education
- Physical Education
- Special Education

Title II Updates and Reminders

Private and Parochial Services Website

Teachers can not be reimbursed for more than the requested amount.

Title II is based on where your school resides, not where your students live.

Title II Requests must be aligned with your approved Needs Assessment

Ideas for Title II Funds

- Grade level conferences
- State Reading Conference
- The Daily Cafe (Daily 5) Training
- Subject specific conferences
- Technology conferences/workshops (as it relates to core content areas)
- Presenters for a curriculum used
- National or Regional Conferences
- Conferences regarding disruptive behaviors

Religious conferences are only reimbursed for the secular (non-religious) percent of the conference.

TII Private / Parochial Spending

	2015-16	2016-17	2017-18	2018-19	2019-20
Total funds available	$120,118	$110,092	$206,718	$225,148	$221,103
# of schools accepting funds	23	24	24	25	24
# of Schools accessing funds	14	14	20	15	13
Reimbursed	$63,940	$55,337	$95,911	$106,169	$76,227
Not Used	$56,178	$54,755	$110,806	$118,979	$146,737

Important Dates for Title II-A

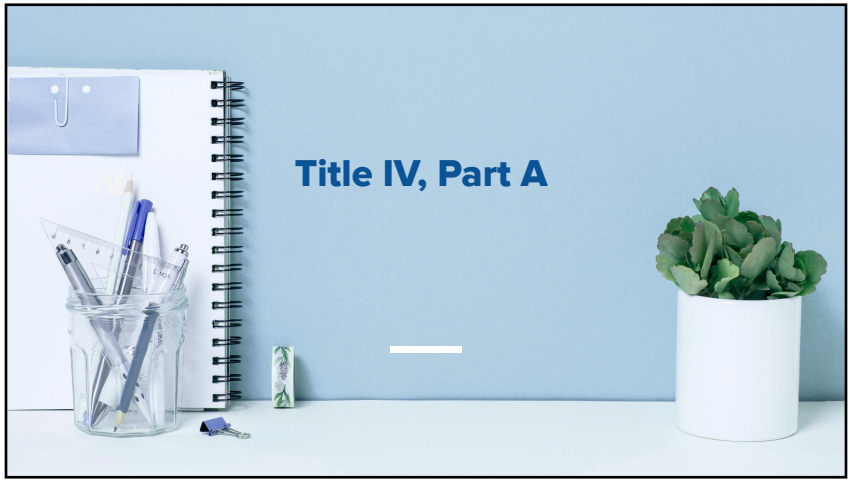
October 1st - Submit Needs Assessment for approval

April 1st - All PD requests are due for the fiscal year 2020-21

June 30th - All PD reimbursement requests due for the fiscal year 2020-21

Please remember:

- PD request forms should be submitted at least 2 weeks prior to the event.
- **PD Consultant & Contracts requests should be submitted at least 2 months prior to the event**
- All reimbursement requests are due within 10 days of the professional development



Title IV, Part A

Title IV

- Private/Parochial schools indicating "yes" on affirmation for Title IV-A must complete the Needs Assessment before accessing the allocation.
- Three areas supported under Title IV, Part A
  - Well-Rounded Educational Opportunities
  - Safe and Healthy Students
  - Effective Use of Technology
- Items a school must have for general operating purposes are not allowed under Title IV
- Schools, teachers, principals, etc. can not be reimbursed for Title IV purchases, **MMSD makes the purchases**
- NEW - Technology for student instructional use is allowed

Title IV Ideas

- Library books (single titles or sets)
- Educational Games
- Whiteboards (blank or specialized boards)
- Bulletin Boards
- Noise Canceling Headphones
- Assessment Kits
- Intervention Kits
- EZRead Magnetic Word Building Kits
- Subscriptions to learning website (Deadline is October 1st. Subscription can span current year until June 30)
- Graphing Calculators
- Continuing Education Courses
- Science supplies
- Microphone/headsets for voice to text accommodations
- Playground Equipment
- PE Equipment
- Art Supplies
- Musical instruments
- Field Trips
- Technology used for student instructional use (Deadline is January 31st of each year)

TIV Private / Parochial Spending

	2018-19	2019-20	2020-21
Total funds available	$62,916	$89,524	$66,158
# of schools accepting funds	22	23	
# of Schools accessing funds	13	21	
Spent	$26,927	$75,411	
Not Used	$35,971	$13,992	

ESSER and GEER Funds

ESSER

Elementary and Secondary School Emergency Relief Grant Program

- Part of the CARES Act
- Expenditures should be directly related to needs resulting from COVID-19
- Funds accessed through request and approval process similar to Title II-A and Title IV-A
- Equitable share calculation is still under litigation
- ESSER Funds Guidance on Private Allowable Costs

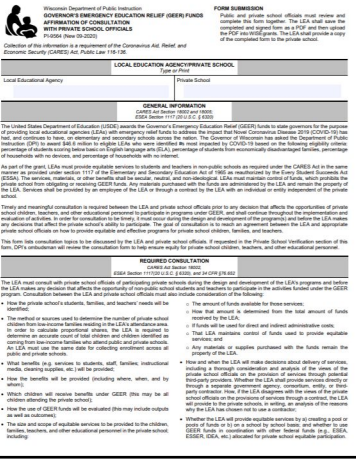
T-IV, ESSER and GEER Purchasing Reminders

- MMSD continues to make all purchases, MMSD can not reimburse the school, teacher, or principal for items purchased.
- MMSD will order from your preferred vendor, as long as they accept Purchase Orders. There are some vendors that will not, so MMSD will find similar items and order accordingly.
- Inventory Assurances
- If item requires a remodel to install or remove, then it is not an allowable expense on federal funds

GEER

Governor's Emergency Education Relief Program

- Affirmations will emailed to private schools within MMSD boundaries today
- Grant application and allowable expenditures guidance are not available yet
- DPI GEER Information



Wisconsin Department of Public Instruction

GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) FUNDS
AFFIRMATION OF CONSULTATION
WITH PRIVATE SCHOOL OFFICIALS
PI-0854 (New 09-2020)

FORM SUBMISSION
Public and private school officials must review and complete this form together. The LEA shall save the completed and signed form as a PDF and then upload the PDF into WISE grants. The LEA shall provide a copy of the completed form to the private school.

Collection of this information is a requirement of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Public Law 116-136.

LOCAL EDUCATION AGENCY/PRIVATE SCHOOL
Type or Print

Local Educational Agency	Private School

GENERAL INFORMATION
CARES Act Section 18003 and 18005
ESEA Section 1117 (20 U.S.C. § 6320)

The United States Department of Education (USDE) awards the Governor's Emergency Education Relief (GEER) funds to state governors for the purpose of providing local educational agencies (LEAs) with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. The Governor of Wisconsin has asked the Department of Public Instruction (DPI) to award $48.6 million to eligible LEAs who were identified as most impacted by COVID-19 based on the following eligibility criteria: percentage of students scoring below basic on English language arts (ELA), percentage of students from economically disadvantaged families, percentage of households with no devices, and percentage of households with no internet.

As part of the grant, LEAs must provide equitable services to students and teachers in non-public schools as required under the CARES Act in the same manner as provided under section 1117 of the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). The services, materials, or other benefits shall be secular, neutral, and non-ideological. LEAs must maintain control of funds, which prohibits the private school from obligating or receiving GEER funds. Any materials purchased with the funds are administered by the LEA and remain the property of the LEA. Services shall be provided by an employee of the LEA or through a contract by the LEA with an individual or entity independent of the private school.

Timely and meaningful consultation is required between the LEA and private school officials prior to any decision that affects the opportunities of private school children, teachers, and other educational personnel to participate in programs under GEER, and shall continue throughout the implementation and evaluation of activities. In order for consultation to be timely, it must occur during the design and development of the program(s) and before the LEA makes any decisions that affect the private school's ability to participate. The goal of consultation is to reach an agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for private school children, families, and teachers.

This form lists consultation topics to be discussed by the LEA and private school officials. If requested in the Private School Verification section of this form, DPI's ombudsman will review the consultation form to help ensure equity for private school children, teachers, and other educational personnel.

REQUIRED CONSULTATION
CARES Act Section 18002
ESEA Section 1117(20 U.S.C. § 6320); and 34 CFR §76.652

The LEA must consult with private school officials of participating private schools during the design and development of the LEA's programs and before the LEA makes any decision that affects the opportunity of eligible private school students and teachers to participate in the activities funded under the GEER program. Consultation between the LEA and private school officials must also include consideration of the following:

- How the private school's students, families, and teachers' needs will be identified;
- The method or sources used to determine the number of private school children from low-income families residing in the LEA's attendance area, or the LEA's overall enrollment percentage of low-income children, to determine an accurate count of total children and children identified as coming from low-income families who attend public and private schools. An LEA must use the same date for collecting enrollment across all public and private schools.
  - The amount of funds available for these services;
  - How that amount is determined from the total amount of funds received by the LEA;
  - If funds will be used for direct and indirect administrative costs;
  - That LEA maintains control of funds used to provide equitable services; and
  - Any materials or supplies purchased with the funds remain the property of the LEA.
- What benefits (e.g. services to students, staff, families, instructional media, cleaning supplies, etc.) will be provided;
- How the benefits will be provided (including where, when, and by whom);
- Which children will receive benefits under GEER (this may be all children attending the private school);
- How the use of GEER funds will be evaluated (this may include outputs as well as outcomes);
- The size and scope of equitable services to be provided to the children, families, teachers, and other educational personnel in the private school, including:
  - How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers. Whether the LEA shall provide services directly or through a contract; if services are provided through contract, the third-party contractor. How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor;
  - Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school by school basis; and whether to use GEER funds in coordination with other federal funds (e.g., ESEA, ESSER, IDEA, etc.) allocated for private school equitable participation.

Title III, Part A

Title III Affirmation

Title III, Part A

The purpose of Title III, Part A is to increase the English proficiency of LEP (Limited English Proficient) children.

English Learners that attend a private or parochial school in the Madison Metropolitan School District are initially identified by taking the English Language Proficiency screener. Students that qualify for Title III, Part A services through this assessment then participate in the ACCESS test which annually assesses English proficiency levels. MMSD provides a highly qualified instructor to perform the ACCESS testing out at each qualifying private or parochial school. Teachers and schools that participate in Title III can also access professional development and student consultation throughout the year to learn best practices for English Language Learners and strategies to help individual students.

Title III-A Allocations - where does the money come from?

Public School Students (accepting/pending services) + Private School Students

= Total Students Participating in ACCESS 2020 (accepting/pending services)

Grant award / Total Students Participating in ACCESS 2019 x Private School Students = Allocation for services for Private/Parochial (accepting TItle III-A)

Reminders

Professional Development & Coaching/Consultation - Contact Daniel Rea-Giron directly

Interpretation provided by the district for IDEA related meetings (i.e. transition to a Service Plan) is for parents, not school staff - Inform Nik Franciskovich if interpretation will be needed

EL Policy Handbook from DPI (ESSA)

- Entry and exit criteria consistent across the state
- Proficiency level of 5.0 moves to monitor status (started with 2018 ACCESS)

How to Identify Who Is a Potential English Learner?

Public school districts in Wisconsin use a universal Home Language Survey (HLS) upon initial enrollment in the district to determine if there is the dominance of a non-English language in the household

- HLS questions asked of all parents to determine next steps:
  - Screen the student/Do not screen the student
  - If needed, additional questions administered to determine if the child is a potential English Learner who needs screening
- The HLS questions are included as a part of the Title III A form (updated to reflect ESSA) to determine screen/not screen (Daniel will communicate with schools on next steps)

Developed an online short application for parents to complete in place of the paper form

Remote WIDA Screener launched this summer

- Reach out to Daniel Rea-Giron with any questions. Daniel will be in touch regarding next steps.

Title III Dates

ACCESS 2.0 Training: Online format

ACCESS 2.0 Testing Window: December 1 - February 26

ACCESS 2.0 Results: Schools typically receive score reports in early to mid May to send home to families (pending delivery to the district - moved to August for last year's results)

03

IDEA

Individuals with Disabilities Education Act

Public School Responsibility to Private Schools

- Child Find
  - Coordinated set of activities designed to locate and identify children with disabilities who may need special education services.
- Provision of Services
  - Offer special education services within the public school system to provide Free and Appropriate Public Education (FAPE)
  - Provide services within a private school based on equitable participation formula

IDEA Funding Proportional Share

- MMSD works with private schools to identify students who have a disability as identified by IDEA (Child Find)
- MMSD provides the Proportional Share of IDEA funds to serve children with disabilities who are enrolled by their parents in private schools
- The annual amount of funding is based on the percentage of students identified with disabilities within the district who are enrolled in private schools
- Child Find costs are in addition to the Proportional Share

Child Find

- Data Collection at the beginning of each school year (sent Aug. 28)
- Preschool developmental screening **608-663-8471**
- Teacher completed Articulation Screening
  - SLP's not allowed to administer individual screenings to students
  - Teacher administered screening
  - Training is available for Teachers not previously trained (contact Stephanie)
- School Support and Intervention Team (SSIT)
  - Collaboration among school staff, parents and others
    - Increase knowledge of student's strengths & challenges
    - Determine strategies & supports
    - Determine appropriate referrals to special education and/or outside agencies

SSIT Meetings

Specific Dates throughout the year October - April

- Review of Information
- Define the specific problem
- Discuss what we want the child to know or be able to do
- Develop a plan that may include:
  - Instructional Strategies
  - Accommodations
  - Modifications
  - Interventions
- Based on results, consider a referral for special education

Referrals

WHAT IS A REFERRAL?

If a referral is recommended following a SSIT, MMSD staff will facilitate next steps.

We have some parent-friendly documents, including parent rights during referral, on our website: https://specialed.madison.k12.wi.us/

For questions regarding other referrals, contact Stephanie Dankert (sadankert@madison.k12.wi.us)

IDEA Array of Services

Speech/Language Therapy:

- 4K – 8th Grade: Consultation and/or Direct Service for Speech, Language, & Fluency with documented impact on educational achievement (was 4k to 5th)
- 9th – 12th Grade: Consultation and/or Direct Service for Fluency with documented impact on educational achievement.

Deaf/Hard of Hearing Instruction:

- 4K – 12th Grade: Consultation and/or Direct Service (does not include ASL Interpretation)

Audiology:
4K – 12th Grade: Consultation and/or Direct Service

Vision Instruction:
4K – 12th Grade: Consultation and/or Direct Service (does not include materials production)

Professional Development related to the needs of students identified with disabilities

Welcome to our IDEA team!

Special Ed. PST-Nik Franciskovich - ngfranciskov@madison.k12.wi.us

Speech Clinicians -

Meg Wollner - mwollner@madison.k12.wi.us

Hannah Wolkstein - hnwolkstein@madison.k12.wi.us

Clerical - Christine Tormey - cltormey@madison.k12.wi.us

Assistant Director of Student Services- Jan Chynoweth
jgchynoweth@madison.k12.wi.us

Thank you for attending

Please let us know if you have any questions or how we can support you, your staff and your students this year.

We will send out the meeting and a Q&A within the next week.

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