



The meeting will begin shortly...

**2020-2021 NON-PUBLIC SCHOOLS
ENTITLEMENT
MEANINGFUL CONSULTATION
MEETING**

To download the agenda and presentation:

<https://www.dadegetsgrants.net/federal-entitlements->

(scroll to the bottom of the page)

Miami-Dade County Public Schools

Office of Intergovernmental Affairs & Grants Administration

2020-2021 NON-PUBLIC SCHOOLS ENTITLEMENT MEANINGFUL CONSULTATION MEETING

April 7, 2020

9:30 a.m. – 11:30 a.m.



Equitable Services for Non-public School Participation

With the initial passing of the Elementary and Secondary Education Act (ESEA) in 1965, private school students and teachers have been eligible to participate in certain federal education programs.

- The Every Student Succeeds Act (ESSA), signed into law December 10, 2015, makes a number of changes to certain fiscal requirements that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)
- School districts must maintain documentation for providing meaningful consultation and equitable services to private school children, teachers, or other educational personnel within the local educational agency's service area.



Miami-Dade County Public Schools (M-DCPS) has established the following procedures to ensure meaningful consultation and equitable services are provided for non-public schools:

Fall Annual Notification Meeting: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-public school students and educators

Invitation to Participate: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.

Meaningful Consultation: Prior to developing the annual grant applications (due June 30 each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.



Programs that require equitable participation of private school students, teachers, and parents:

Title I - Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by LEAs [Part A]

Migrant Education [Part C]

Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals

Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students

English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV – Student Support and Academic Enrichment

Student Support and Academic Enrichment [Part A]

21st Century Community Learning Centers [Part B]



Individuals with Disabilities Education Act (IDEA)

- School Districts must expend a proportionate share of federal IDEA funds to provide special education and related services to parentally placed private school children with disabilities.
- Schools are required to consult in a timely and meaningful manner 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 these children.



NON-PUBLIC DOCUMENT SUBMISSION

Please complete the 2020-2021 Non-Public Schools application packet. The forms and instructions for participation are found on pages 4-12, 15-18, and 27-33. Original documents must be completed, signed and a PDF sent via e-mail to the Entitlement Program Manager (Program Manager e-mail addresses can be found on page 3) and another PDF to Melissa Latus, mlatus@dadeschools.net or Yorley Monteagudo, Ymonteagudo@dadeschools.net

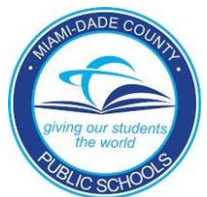


Immediate Aid to Restart School Operations (Restart Program)

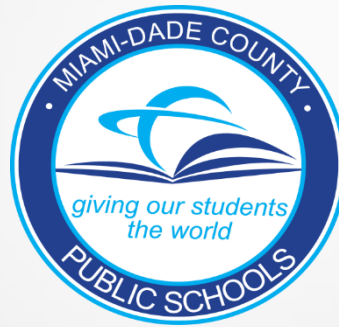
The Restart Program provides funds to assist Local Education Agencies (LEAs) and non-profit, non-public schools in Florida with expenses related to the restart of elementary schools and secondary schools affected by Hurricane Irma.

➤ Program end date: April 20, 2020

restartgrant@dadeschools.net



Department of Title I Administration



Non-Public Schools Meaningful Consultation Meeting
2020-2021

Program Design, Development & Implementation



Overview of Equitable Services

- Historical Perspective
- Funding
- Eligible School/Students
- Program Design & Service Delivery
- Accountability & Program Evaluation
- Audits
- Property Policy & Procedures
- Local Control & Authority
- District-wide Activities
- Complaint Policy & Procedures

Mark your Calendars

2020-2021
Application
Packet **Due**
April 10th



2020-2021
Phase II NPS
Due April 17th



2020-2021
Mandatory Non-
Public Consultation
Meeting
SAVE THE DATE
July 23, 2020

Questions/Answers



Non-Public Programs Contact Information

Ms. Yodislen S. Martínez, Director Community Outreach

305 258-4115

Fax 305 258-3840

yodimartinez@dadeschools.net

Dr. Eduardo M. Barreiro, Executive Director

Department of Title I Administration

305 258-4115

Fax 305 258-3840

Ebarreiro@dadeschools.net

Mr. Edgardo L. Reyes, Administrative Director

Department of Title I Administration

305 995-3193

305 523-0669

ELReyes@dadeschools.net



MIAMI-DADE COUNTY PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT & EVALUATION



Title II, Part A:

Supporting Effective Instruction

Office of Professional Development and Evaluation
(OPDE)

April 7, 2020



Title II, Part A

Purpose

1. Improve student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified administrators and teachers in schools
2. Hold Local Educational Agencies, (M-DCPS) and schools accountable for improvement in student academic achievement



Equitable Service Requirements

M-DCPS is required to:

- Engage in timely and meaningful consultation with private school officials
- Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers



Equitable Service Requirements

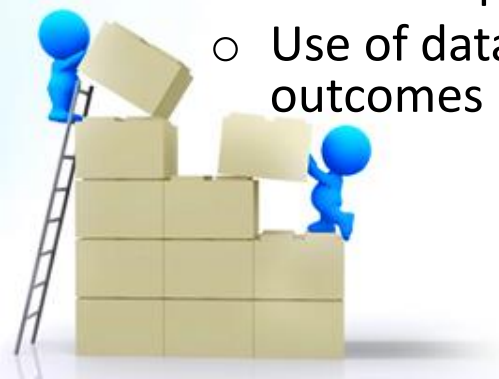
M-DCPS is required to:

- Assess and address the needs of private school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers
- Spend an equal amount of funds per student to provide professional development services to public and private school teachers and administrators



Title II, Part A

- Title II, Part A services are for improving knowledge in **core academic subjects** and effective and reflective instructional teaching practices
- Training of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement
- Focus areas:
 - Effectively integrating technology
 - Teaching students with different needs, disabilities, and limited English proficiency
 - Methods of improving student behavior, identifying early interventions, and involving parents
 - Leadership development and management
 - Use of data and assessments to improve instruction and student outcomes



Title II Equitable Services

Authorized Use of Funds Include:

- Improving evaluation and support system for teachers and school leaders
- Implementing initiatives to assist in recruiting and hiring effective teachers
- Developing programs that increase the ability of teachers and school leaders to effectively teach children in the early grades, students with disabilities, English learners, and to identify gifted and talented students
- Technical assistance with implementing formative assessments, designing classroom-based assessments, etc.
- Training for school personnel in techniques to support students affected by trauma, and children with, or at risk of, mental illness, and how to prevent and recognize child abuse
- Supporting instructional services provided by effective school library programs
- Providing professional development to support STEM programs, career and technical education, work-based learning, etc.
- Developing feedback mechanisms to improve school working conditions



Distribution of Title II, Part A Services

- Professional development services must be non-secular, neutral and non-ideological, and supplemental in nature
- A satisfaction survey on quality of services provided will be sent to all non-public schools



Distribution of Title II, Part A

- MDCPS is responsible for the distribution and management of Title II funds
- Dollar amount of services for non-public schools must be allocated on a per pupil basis equal to that of public schools
 - A per student formula is developed based on the amount of Title II, Part A, funds that are used for professional development in the district
 - The formula is used to determine an amount of money in equitable services that is available to non-public schools to address the needs of teachers and administrators
- Schools must complete the *Intent to Participate* form indicating they want to be considered for Title II, Part A services



Meaningful Consultation

- *FACTS Education Solutions* was selected to be the third-party professional development provider for the non-public school consortium
- *FACTS* is experienced in offering quality professional development that serves the unique needs of non-public schools
- *FACTS Education Solutions*
 - Contact Donna Moss, Regional Vice President, Southeast at (919) 272-1607, dmoss@FACTSMgt.com



Non-public School Consortium

- Archdiocesan Schools
- Center for the Advancement of Jewish Education – Miami (CAJE)
- Other non-public schools



Requirements of Consortium and PD Provider

- Conduct a Needs Assessment
- Make decisions on how and where services will be provided
- Determine how the services will be assessed and ensure that the results meet Title II, Part A requirements
- Reflect on the learning, evaluate the application and impact of professional learning on teacher practice and student learning
- Report on types of professional learning activities, number of sessions conducted, and number of participants



Questions



In Closing ...

Staff in the Office of Professional Development and Evaluation are always willing to answer questions and/or provide guidance as needed.

Please feel free to contact

Ms. Wandarece Ruan

305.995.7616

wandarece@dadeschools.net



MIAMI-DADE COUNTY PUBLIC SCHOOLS

**PROFESSIONAL DEVELOPMENT
& EVALUATION**





Department of Bilingual Education
and World Languages
Miami-Dade County Public Schools

Title III, Part A

Meaningful Consultation Meeting

April 7, 2020

Two Types of Title III Programs:

- English Language Acquisition (ELA) Grant
 - LEA is eligible to receive ELA funds according to number of ELLs reported on Survey 3 (FEB))
- Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth (IY) Grant
 - LEA is not eligible to receive IY each year; will only receive if there is a significant increase of Immigrant Students reported Survey 3 (FEB)

IMPORTANT:

- Applications for 2020-2021 Title III considerations will be processed for Non-Public Schools that meet the application/questionnaire submission deadline date of **April 10, 2020**.*
- All schools, including schools currently receiving TIII services, must submit questionnaire by **April 10, 2020** to be considered.*

Title III-ELA

Enhanced Supplementary Services

for Non-Public Schools

- Professional Development for teachers of ELL students on supplemental materials, best practices and ESOL strategies
- Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
- Staff development for school's Title III Liaison on Compliance/Record keeping
- Supplementary instructional materials to support English language acquisition
- Consultation on creating a Plan of Action for 2020-2021.

Eligibility Criteria for Schools

WHAT SCHOOLS SHOULD ALREADY HAVE IN PLACE IN ORDER TO QUALIFY FOR TITLE III SERVICES


2020-2021

- A Home Language Survey (HLS) to screen all students at initial entry which includes Date of Entry into a U.S. School (DEUSS date). Please note that immigration and legal status questions **may not** be asked.
- If your application was approved to receive services for 2019-2020, we will be scheduling a compliance audit review of Title III documents and services. **However, you must re-apply for the 2020-2021 services.**
- If your application was not approved for 2019-2020 **or** if you did not submit an application, but are interested, a screening system must be in place ALREADY to screen with the HLS and initial English language proficiency assessment using CELLA Online with **new students who responded “Y” on HLS who** entered your school in 2019-2020. This will allow you to identify eligible students in time for the 2020-2021 application. Please contact us for individual consultation.
- **Application deadline for submission is April 10, 2020.**

Non-Public Schools...

- Must use a state-approved instrument to assess the English language proficiency (ELP) of ALL students at the school and upon initial registration of new students – M-DCPS uses CELLA Online.
- **In private schools:**
 - Parents may Opt-Out of testing their child after completing the HLS **BUT** these students will not be eligible to receive Title III services and parents must understand. Please discuss with them.
 - The Parent Annual Notification Letter is not required, but highly recommended in order to keep parents informed.
- However, schools **MUST** use a state-approved instrument to assess students upon initial entry **and** in the spring annually.
- Keep ESOL program compliance records including the student progress in listening, speaking, reading and writing until they meet exit criteria.

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 **MIAMI-DADE COUNTY PUBLIC SCHOOLS**
HOME LANGUAGE SURVEY

To Be Completed By Parent or Guardian

Student I.D. No. _____

Student Name _____ Last _____ First _____ Middle _____

Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____

Month _____ Day _____ Year _____

Date Entered U.S. School : _____ / _____ / _____

Month _____ Day _____ Year _____

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home? Yes ☐ No ☐

2. Did the student have a first language other than English? Yes ☐ No ☐

3. Does the student most frequently speak a language other than English? Yes ☐ No ☐

School _____ Date _____ Parent/Guardian Signature _____

ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR

Debe ser completado por el/la padre/madre o tutor/a

No. De I.D. _____

Nombre del Estudiante _____ Apellido _____ Nombre _____ Inicial _____

Fecha de Nacimiento _____ / _____ / _____ Grado _____ Lengua Paterna _____ Idioma del Estudiante _____

Mes _____ Dia _____ Año _____

Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____

Mes _____ Dia _____ Año _____

Si responde "SI" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés? Sí ☐ No ☐

2. ¿Tuvo el estudiante una lengua materna distinta al Inglés? Sí ☐ No ☐

3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés? Sí ☐ No ☐

Escuela _____ Fecha _____ Firma del Padre/Madre _____

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE

Pou paran oubyen moun ki responsab timoun nan ranpli

No. I.D. Elèv La _____

Non Elèv la _____ Non fanmi _____ Non _____

Dat Fèt li _____ / _____ / _____ Klas _____ Lang paran Yo _____ Lang Elèv La _____

Mwa _____ Jou _____ Ane _____

Dat ou Antre U.S. Lekòl: _____ / _____ / _____

Mwa _____ Jou _____ Ane _____

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li? Wi ☐ Non ☐

2. Eske elèv la te genyen yon premye lang anvan Anglè? Wi ☐ Non ☐

3. Eske elèv la abitye pale yon lang ki pa Anglè? Wi ☐ Non ☐

Lekòl _____ Dat _____ Siyati Paran _____

CC: FILE IN CUMULATIVE FOLDER
TO STAFF FOR TESTING

FM-5196ESH Rev. (09-13)

Title III Services are **ABOVE and BEYOND**

Non-Public Schools...

- Must show evidence that they are currently providing services to their English Language Learner students (ELLs) and that Title III services requested are above and beyond.
- **SUPPLEMENT**, **NOT SUPPLANT** services currently being provided and/or required as part of their core instruction or school responsibility.

Reminder....

- ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services. **ABOVE and BEYOND** those services, then Title III funded services can be provided.

Criteria for Eligibility:

- Title III ELA Grant: After initial language assessment, student classified **ESOL level 1-4**. In addition, students that have exited the program and are within the **two-year monitoring period**.
- Title III IY Grant: Grant is awarded to specific Districts yearly as decided by FDOE. M-DCPS does not automatically receive IY funding. Federal definition of Immigrant Children and Youth students are those students:
 - **In grades K-12** (in Florida, Pre-K is not eligible for Title III).
 - **Foreign-born**, not born in any U.S. State, the District of Columbia or Puerto Rico.
 - Have **not** attend a school in the U.S. for **more than three academic cumulative years based on Date Entered U.S. School** (DEUSS date).



QUESTIONS/ANSWERS

Title III Contact...

Department of Bilingual Education and World Languages

- Ms. Adriana Bode, Curriculum Support Specialist, Private School Support
 - msbode@dadeschools.net
- Mr. Oscar Fragas, Title III Grant Support
 - ofragas@dadeschools.net
- Ms. Rosy Ugalde, Executive Director, Title III Administrator
 - rugalde@dadeschools.net

Miami-Dade County Public Schools

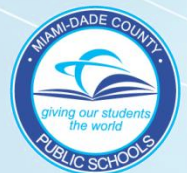
Title IV, Part A

Student Support and Academic Enrichment Grants (SSAE)

2019-2020

OFFICE OF INTERGOVERNMENTAL AFFAIRS,
GRANTS ADMINISTRATION, AND COMMUNITY ENGAGEMENT

giving our students the world



Title IV, Part A – General Overview

Title IV, Part A – Funding Purpose

Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the **Student Support and Academic Enrichment (SSAE) program** is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:

1. Provide students with access to a well-rounded education,
2. Improve safe and healthy school conditions for student learning, and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.



Title IV, Part A – Fund Allocation

Schools with allocations less than \$30,000:

- Comprehensive needs assessment is not required.
- Only required to focus on one of the component areas: well-rounded education, safe and healthy schools, or effective use of technology.

Schools with \$30,000 allocation or more must:

- Conduct a needs assessment.
- Expend 20% of its grant on safe and healthy student activities.
- Expend 20% to provide a well-rounded education.
- The remaining 60% of the money can be spent on any or all of the three priorities



Title IV, Part A – Fund Allocation

Special rule to support the effective use of technology component:

No more than 15% of funds designated toward technology category may be used to purchase technology infrastructure such as: devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Title IV, Part A – COVID 19 Update

Title IV, Part A – COVID 19 Update

COVID-19 Allowability:

- To support students and teachers in distance learning, the technology cap will not apply to 18-19 Roll Forward funds
- If you already submitted a request for Cycle 2, you may contact us to make changes, if your needs have changed or stay with your original request
- If you haven't submitted a request this year and do not want to wait for Cycle 3, you may submit a request now



Title IV, Part A – COVID 19 Update

COVID-19 Allowability Request Process:

- If you are making a new request, initial requests due Monday April 13th, 11:59PM and final requests due Friday, April 17th , 11:59PM
- Neither initial nor final requests need to include quotes
- We will request quotes from you when we receive approval from the state
- Let us know where you will be able to receive shipments
- Orders over \$1,000 will ship to the M-DCPS warehouse (hours and pick up process are the same)
- Orders under \$1,000 can also be shipped to the warehouse, if needed



Title IV, Part A – COVID 19 Update

COVID-19 Allowability FAQs:

- **I already submitted a request for Cycle 2 and it was approved. I don't want to make any changes. Do I need to do anything else?**
Email us confirming that you want to stick to your original request and let us know if we can still send shipments to your school site
- **Can I combine my roll forward with my 19-20 allocation?**
Yes, but keep in mind that only 18-19 funds are not subject to the tech cap.
- **If I haven't submitted in Cycle 2, but want to use my funds now, what do I do?**
Submit an initial request by Monday, April 13th, and final by April 17th
- **If I don't submit now will I still have another chance to request?**
Yes, we will still be accepting requests in Cycle 3, which has an initial deadline of May 18.
- **If I didn't submit a participation form for 19-20, can I still participate now?**
Only schools who submitted participation forms for this year can participate. However, you can submit forms to participate in the 20-21 academic year



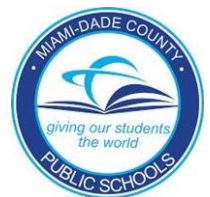
Title IV, Part A – Allowable/Unallowable

Title IV, Part A – Allowable Expenses

Well-rounded Educational Opportunities

(This list provides examples of allowable activities and is not an exhaustive list.)

- Improving access to foreign language instruction, arts, and music education.
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools.
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.

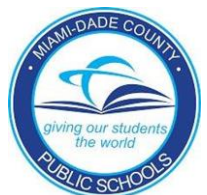


Title IV, Part A – Allowable Expenses

Safe and Healthy Schools

(This list provides examples of allowable activities and is not an exhaustive list.)

- Promoting community and parent involvement in schools.
- Providing school-based mental health services and counseling.
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
- Establishing or improving dropout prevention.
- Supporting the re-entry programs and transition services for justice-involved youth.
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
- Implementing systems and practices to prevent bullying and harassment.
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse.
- Establishing community partnerships.



Title IV, Part A – Allowable Expenses

Effective Use of Technology

(This list provides examples of allowable activities and is not an exhaustive list.)

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement.
- Building technological capacity and infrastructure.
- Carrying out innovative blended learning projects.
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.



Title IV, Part A – Unallowable Expenses

(This list provides examples of unallowable expenses and is not an exhaustive list.)

- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices such as wireless services and data plans
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement



Title IV, Part A – Unallowable Expenses

(This list provides examples of unallowable expenses and is not an exhaustive list.)

- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at www.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.



Title IV, Part A – A few final words...

Title IV, Part A – 2020-2021 Participation

- **All standard Title IV, Part A rules apply to 2020-2021**
- **Complete Title IV, Part A 2020-2021 Participation Forms**
- **Send an electronic copy of forms to:**
TitleIVRequests@dadeschools.net
- **Title IV, Part A forms due by April 24th, 2020**

Title IV, Part A – Resource Information

For information and resources related to FDOEs implementation of Title IV, Part A, please visit:

<http://www.florida-title-iv-part-a.com/index.php>



Title IV, Part A –

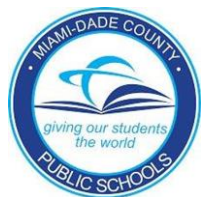
Questions/Answers



Title IV, Part A – Contact Information

For questions regarding Title IV, Part A non-public school allocations, please contact:

Linda Sun
Executive Director,
Office of Academics and Transformation
TitleIVRequest@dadeschools.net





Meaningful Consultation

M-DCPS/ IDEA Private School Obligations
Office

April 2020

IDEA Private School Obligations

School districts have an obligation to ensure that parentally placed private school students have an opportunity to participate in programs assisted or carried out under Part B of the IDEA.

Services offered are determined after timely and **meaningful consultation** with representatives of **non-profit** private schools and parents regarding the needs of eligible students.

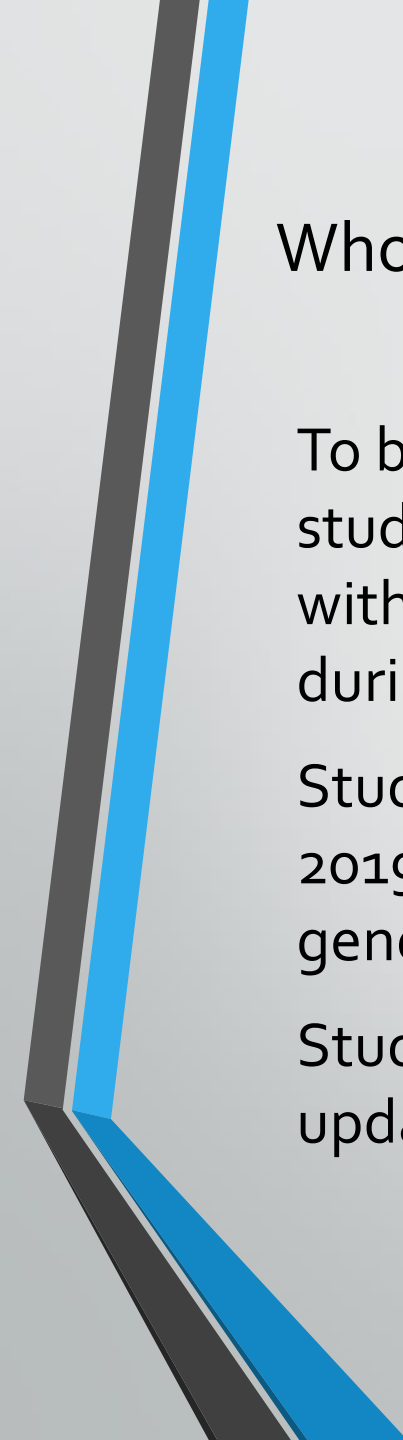
Technical Assistance Paper: Students with Disabilities Enrolled by their Parents in Private Schools- [Private Schools TAP](http://www.fl DOE.org/e se)
<http://www.fl DOE.org/e se>

Proportionate Share

A proportionate share of IDEA Part B funds are spent to provide equitable services to eligible non-profit private school children with disabilities.

The proportionate share is based on a per student allocation calculated by dividing the total IDEA part B funds by the total eligible students (public and private together).

Per student allocation is then multiplied by the number of eligible parentally-placed private school students.



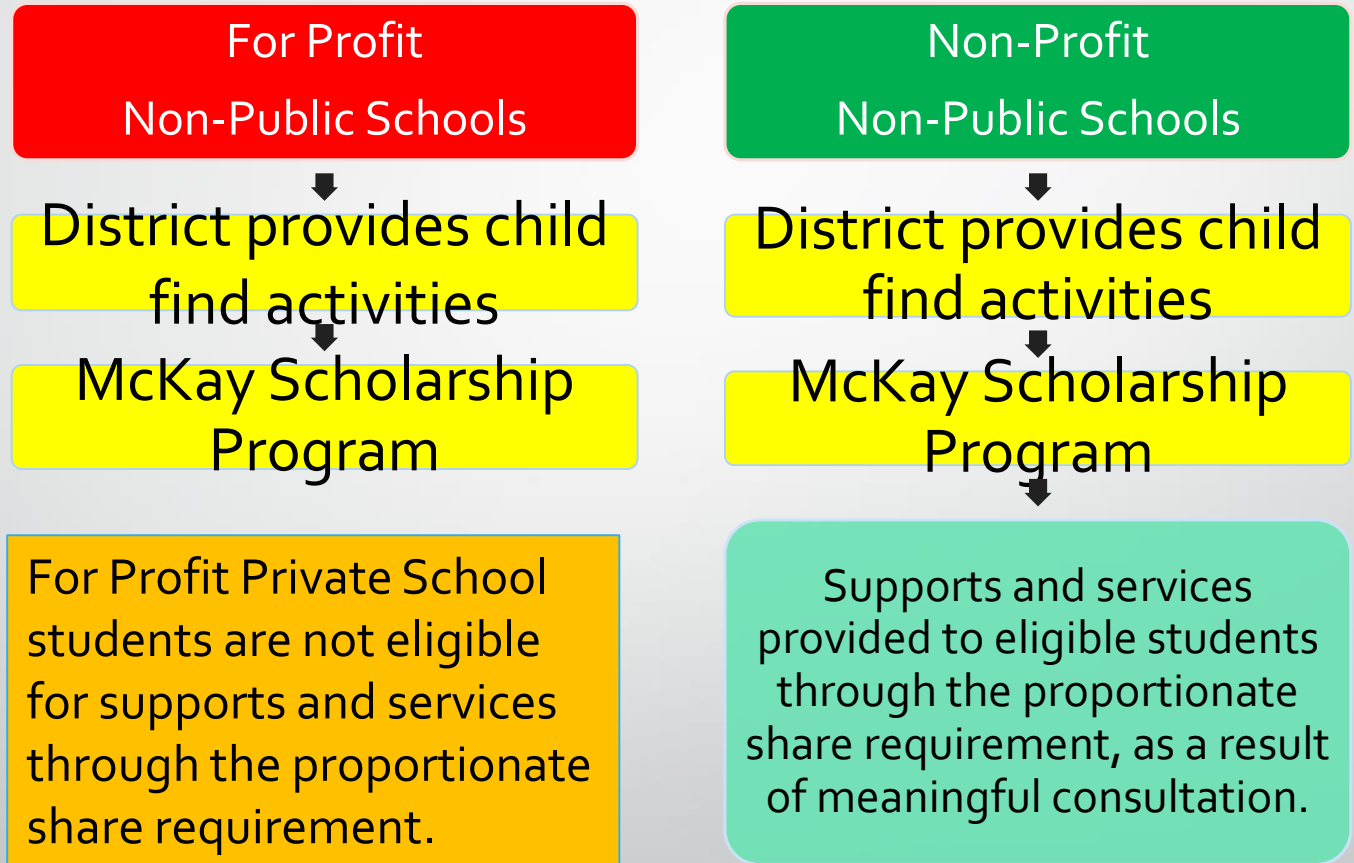
Who are the eligible students that get counted for the funding calculation?

To be counted toward the proportionate share calculation, students must have been identified by M-DCPS as a child with a disability and must have a current evaluation (3-years) during survey 2 in October of each year.

Students with a reevaluation not current during the October 2019 survey 2 period were not included for the purpose of generating funding for 2020-21 school year.

Students are eligible for services once the reevaluation is updated.

For Profit and Non-Profit Entitlements



IDEA Private School Obligations

Child Find and Services– Meaningful Consultation

- The District makes the final decision with respect to the services to be provided to eligible students.
- There is no individual entitlement to a free appropriate public education for students with disabilities parentally placed in private schools.
 - No Individualized Education Plan

Eligibility Requirements

To be eligible for services under the IDEA obligations:

1. Schools must be non-profit
- 2. Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
3. Students' parents maintain a current reevaluation, every 3-years with M-DCPS



Responsibility of the Private School

Any services and materials provided by the IDEA Private Schools Obligations Office are to be used solely for IDEA eligible students with disabilities.



Responsibility of the Private School (cont.)

Funds must be used to meet the needs of eligible students but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.



Responsibility of the Private School (cont.)

Equipment and supplies must be removed from a private school if it is no longer needed for eligible students or removal is necessary to avoid unauthorized use.

Responsibility of the Private School (cont.)

Schools must maintain accurate inventory of equipment provided for IDEA eligible students including Promethean Boards, BrightLink Projectors & Laptop Serial Numbers.

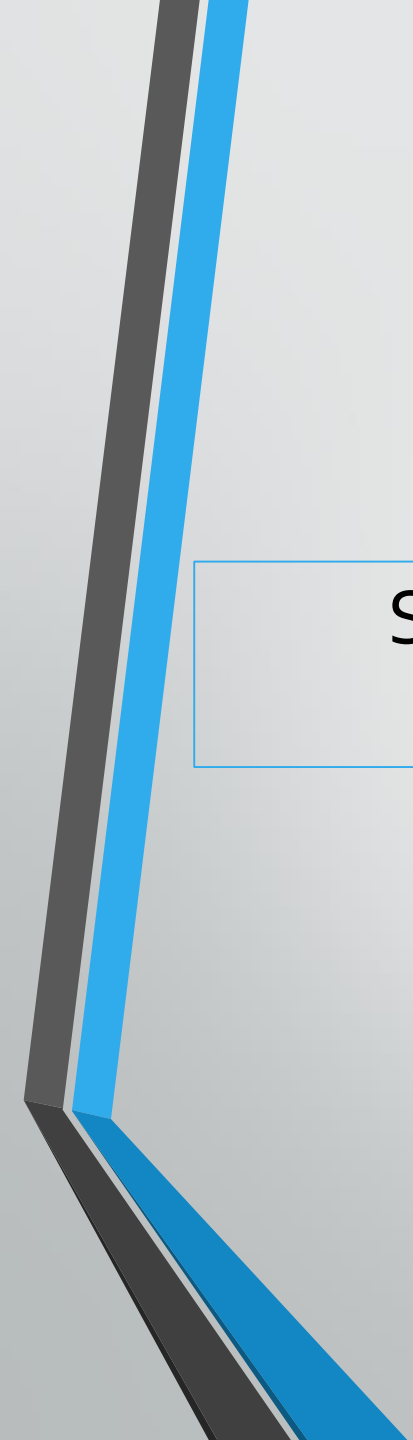
IDEA staff conducts inventory of equipment at least once a year.

Responsibility of the Private School (cont.)

Follow procedures to report theft/loss:

- File police report and submit to IDEEA Private School Obligations Office as soon as possible
- Police report must include accurate serial numbers for equipment

Maintain close communication with M-DCPS throughout the year and report any changes in email addresses



Services and Supports Provided to IDEA Eligible Students

In-School Academic Instructional Support (AIS)

- **AIS Direct:** Includes up to **two hours** a week of direct support provided in small groups in the area of reading and/or math.
 - Scheduling Service – time of day and location
 - Private School Services Plan (PSSP) meetings
 - Students who receive Academic Instructional Support receive a Private School Services Plan (PSSP). **Students will NOT receive an Individualized Education Plan (IEP).**
- **AIS Support Facilitation:** Includes up to 20 minutes a week of direct support within the general education classroom. A PSSP is developed.

AIS Consultation

- **AIS Consultation:** Support to teacher provided on a regular basis to plan, implement, and monitor instructional alternatives designed to support the student. **A PSSP is not developed.**
- **Consultation Services:** Consultation related to accessing instruction, are provided to private school teachers and parents of eligible students throughout the year. Contact IDEA Private School Obligations Office.

Assistive Technology (AT)

The goal of Assistive Technology (AT) is to enable independence and to facilitate the full participation of students with disabilities in all activities.

Assistive Technology Procedures: (to be completed in conjunction with AIS teacher)

1. Assistive Technology Screening and Consideration Checklist
2. Assistive Technology Implementation Plan (ATIP)
3. A Private School Services Plan (PSSP) will be developed for students receiving Assistive Technology

Laptop Computers

Assistive Technology

Academic Instructional Support

Parent Workshops

Instructional Materials

Promethean Boards

Professional Development

Consultation

Needs Assessment Results 2019-20 IDEA Services and Supports

Splash Math

Achieve 3000

Reading and Math
Software

Learning A-Z

Touch

Math

Moby Max

i-Ready

My Virtual Reading Coach

Ascend Math

Symphony
Math

Unique

Reading Plus



Reevaluation Procedures

The 3 Year Reevaluation Meeting

A reevaluation is a meeting to review the student's current performance as evidenced by data provided by the parent and the school.

Team determines if any additional data or formal testing is needed.

Participants include a school psychologist, ESE teacher, parent, and private school teacher.

Results do not change or alter the McKay Scholarship Program.

- **McKay is FTE (State)**

- **IDEA Private School Obligation (Federal)**

Re-Evaluation Procedures

1. The private school and parent gather as much existing information as possible on the child's level of performance. Information may include:
 - Grades, work samples, interventions, any standardized test info, reading intervention info.
 - **Two completed classroom observations are required**
 - **Private school teacher must complete teacher feed back form**
 - **Consent for Mutual Exchange of Information is required**
- privateschoolsidea.dadeschools.net (via chrome only)

Resource for Initials and Reevaluations

MDCPS site:

- [http://osi.dadeschools.net/19-20_MTSS/MTSS_Coordinator PD.pdf](http://osi.dadeschools.net/19-20_MTSS/MTSS_Coordinator_PD.pdf)

FLDOE site:

- <http://www.fldoe.org/finance/school-business-services/fl-department-of-edus-multi-tiered-sys.shtml>

MDCPS Local Guidelines:

- <http://privateschoolsidea.dadeschools.net> (use chrome browser)

Re-Evaluation Procedures (cont.)

2. The parent contacts the Private School Intake Office closest to the student's private school by phone or email at jhorenstein@dadeschools.net

Private School Intake Office-ESE Center			
	North		South
	Shadowlawn Elementary 149 NW 49 th Street Miami, Florida 33127 305-751- 7525		Homestead Sr. High School 2351 SE 12th Avenue Main Building, Room 74 Homestead, FL 33034 305-245-7000

Re-Evaluation Procedures (cont.)

3. The parent delivers the packet of information gathered on the child's levels of performance to the Private School Intake Office closest to the student's private school.
4. An RT meeting is scheduled and RT information is updated on the Exceptional Student Education Electronic Management System (ESE-EMS).

What Happens at the Reevaluation Team Meeting?

- Data is reviewed to determine whether the child continues to have a disability.
- Reevaluation Team (RT) may agree that no formal testing is needed.
- If formal testing is needed, requested evaluation will take place at a M-DCPS school or ESE.

What Happens at the Reevaluation Team Meeting?(cont.)

- Once the evaluation is completed, packets are submitted to the ESE Service Center according to the student's home address. The ESE Service Center will hold a meeting to review the results.
- An IEP is not written unless the child is enrolled in public school.

Child Find (K-12) Procedures for Initial Evaluations

- 1. Please Note:** If a student does not have a M-DCPS student ID, parent must submit child's birth certificate, copy of driver's license, proof of address, and demographic information in order to obtain a student ID number (**passports** are not accepted)
- 2.** The private school and the parent gather data on student's performance. If a student does not have a student ID, gather required ID documentation
- 3.** Parent contacts the Private School Intake Office closest to the student's private school by phone or email at jhorenstein@dadeschools.net

Find (K-12) Procedures for Initial Evaluations

Private School Intake Office-ESE Center	
North	South
Shadowlawn Elementary 149 NW 49 th Street Miami, Florida 33127 305-751- 7525	Homestead Sr. High School 2351 SE 12th Avenue Main Building, Room 74 Homestead, FL 33034 305-242-8432 305-242-8433 (Fax)

K-12 Child Find Procedures for **Initial Evaluations** (cont.)

4. Parent delivers the **student performance data** to the Private School Intake Office at the ESE Center and the Student Support Team (SST) meeting is scheduled. Parent is responsible for informing the private school to have a representative participate with meeting.
 - At the SST meeting Rtl data is reviewed along with other data submitted with the initial evaluation requested.
 - Parent signs consent for evaluation upon request

Required Screening Data

- Consent for Mutual Exchange of Information:

<http://privateschoolsidea.dadeschools.net/pdfs16/FM-2128.pdf>

- Request for Assistance:

<http://privateschoolsidea.dadeschools.net/pdfs16/FM-7073.pdf>

K-12 Child Find Procedures for **Initial Evaluations** (cont.)

5. An evaluation is scheduled as appropriate at the respective Private School Intake Office or M-DCPS school.
6. Once evaluation is completed it is submitted to ESE Service Center, and they contact the parent for a staffing meeting to review results, and eligibility is determine at that time.
7. A subsequent eligibility meeting is scheduled and eligibility is documented as appropriate on ESE-EMS.



QUESTIONS/ANSWERS

Contacts

Yvonne Leon, Instructional Supervisor: yvonneleon@dadeschools.net

Jorge Mendez, LEA Representative: jmendez15@dadeschools.net

Academic Instructional Support Teachers:

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Annie Carrera: anniecarrera@dadeschools.net

Lori Coronado: licoronado@dadeschools.net

Lourdes Falcon: lfalcon@dadeschools.net

Theresa Ferreras: tferreras@dadeschools.net

Natalie Marrero: 263355@dadeschools.net

Esther Calvo- Chebbi: Escalvo-Chebbi@dadeschools.net

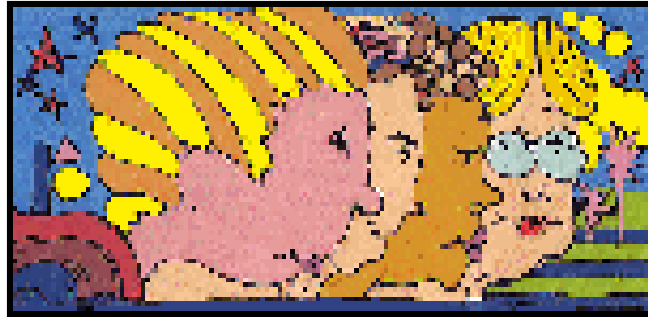
Grace Olmedo: golmedo@dadeschools.net

Office: 6521 SW 62nd Ave.

Miami, FL 33143

Phone: 305-274-8889 Fax: 305-666-1250

Pre-K Special Education



Dr. Ann Marie Sasseville, Executive Director

305-271-5701

<http://prekese.dadeschools.net>

Pre-K



- A non-profit school with a prekindergarten program that **does not** include kindergarten or a higher grade would not be considered a private school for purposes of this program.



Pre-K Supports and Services

- Serves children with disabilities ages 3-5 years old
- Professional Development
- Parent Education
- Assistive Technology
- Make and Take Workroom
- Annual IEPs



Pre-K

- Consultation with child's private school early childhood teacher.
 - Strategies, accommodations, specialized instruction, materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)

Dr. Ann Marie Sasseville, Executive Director

amsasseville@dadeschools.net

305-271-5701

**FREE
Consultation**



Professional Development

- High/Scope Curriculum
- Positive Behavioral Support
- Social and Communication Skills
- Assistive Technology
- Developmentally Appropriate Practices
- Conscious Discipline



Models for Pre-K Exceptional Student Education



- Walk-in Speech/Language Therapy
- LEAP ½ day (Program for ASD)
- Reverse Mainstream ½ Day/Full Day
- Inclusion
- Consultation

Prek ESE



Contacts

- Cecilia Nunez, Lead Staffing Specialist
cnunez@dadeschools.net
- Dr. Josee Gregoire, Instructional Supervisor
jgregoire@dadeschools.net
- Dr. Ann Marie Sasseville, Executive Director
amsasseville@dadeschools.net



FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM - SOUTH

Serving Miami-Dade and Monroe
Counties

Florida Diagnostic and Learning Resources System-South (FDLRS-South)

Serving Miami-Dade and Monroe Counties



www.fdlrssouth.org



www.floridainclusionnetwork.com

Florida Diagnostic and Learning Resources System- South (FDLRS-South)

Serving Miami-Dade and Monroe Counties

The Florida Diagnostic & Learning Resources System (FDLRS) provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 19 centers that directly serve school districts in the areas of Child Find, Parent Services, Human Resource Development (HRD), and Technology.

Child Find

FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services.

- Child Find Public Awareness/Outreach
- Child Find Service Coordination
- Developmental Screenings
- Evaluation Coordination
- Interagency Collaboration

Parent Services

- Provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children with special needs.
- Assists in the development of family-friendly programs, training and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- Assists in promoting participation in the Florida Department of Education Exceptional Student Education (ESE) Parent Survey. The survey is open to all parents of children with an individual educational plan (IEP) receiving ESE services from preschool age through grade 12. **The survey is available from February 1 through May 31 of each year.**

Human Resources Development (HRD)

In-service Training

- Classroom Management
- Writing Strategies
- Making Reading Instruction Explicit
- Building Math Proficiency for Struggling Learners
- Accommodations/Modifications
- Disability Awareness
- Exceptional Student Education

Coaching, mentoring, & school-site support

- Reading, Math, and Writing Strategies
- Developing Quality Individual Education Plans (IEPS)
- Accommodations/Modifications

BEESS Portal

Professional Development Alternatives (PDA)

Online Learning - www.fl-pda.org

Facilitated Courses 60 inservice credits

- Assessment and Evaluation
- Foundations of Exceptional Education
- Instructional Practices
- PBS: Understanding Student Behavior
- Transition
- Differentiating Reading Instruction for Students (Competency 4 of FL Reading Endorsement)
- Language Development and Communication Skills

Facilitated Courses 30 inservice credits

- Differentiating Math Instruction
- Differentiating Science Instruction
- Interpersonal Interactions and Participation

Facilitated Courses 20 inservice credits

- Introduction to Differentiating Instruction
- Engaging Learners through Informative Assessment
- Technology for Student Success: An Introduction
- Technology for Student Success: Assistive Technology

Facilitated Courses 10 inservice credits

- Technology for Student Success: Tools for Reading Comprehension

Facilitated Courses 5 inservice credits

- Matrix of Services
- Surrogate Parents

BEES Portal

Professional Development Alternatives (PDA)

Online Learning - www.fl-pda.org

**Independent study courses are available in a variety of topics,
ranging from non-credit to 20 inservice credits**

- Assessment and Evaluation
- Behavior and Classroom Management
- Curriculum and Instruction
- ESE Policies and Procedures
- Instructional Methodology
- Language and Communication
- Pre-Kindergarten
- Secondary Transition
- Special Areas
- Subject Area Exam Preparations

BEES Portal PDA

Online Learning – Independent Study

Florida Statute:1012.585 (Senate Bill 1108)

20 In-service Credits

Every 5 years

ESE course for new re-certification requirements

- Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas
- Teaching Students with Disabilities
- Positive Behavior Interventions Support (PBIS)

www.fl-pda.org

Certification Exam Preparation

- Online resources to help educators prepare for certification exams:
 - Elementary K-6 Online Content Review Module (12 weeks access/self-study)
 - Middle Grades 5-9 Online Content Review Module (12 weeks access/self-study)

www.fl-pda.org

BEES Portal

Autism Spectrum Disorder (ASD)

Endorsement

The three courses listed below are designed for individuals who have access to students and want to earn their endorsement in ASD.

- **Nature, Needs, Assessment and Diagnosis of Autism Spectrum Disorders with Field Experience** *(80 in-service credits)*
- **Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorder with Field Experience** *(80 in-service credits)*
- **Applied Behavioral Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience** *(80 in-service credits)*

BEES Portal

Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted.

- **Nature and Needs of Students Who Are Gifted** *(60 in-service credits)*
- **Theory and Development of Creativity** *(60 in-service credits)*
- **Guidance and Counseling for the Gifted** *(60 in-service credits)*
- **Special Populations of Gifted Students** *(60 in-service credits)*
- **Curriculum Development for the Gifted** *(60 in-service credits)*

Technology

Provides assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents. Support services are available in the areas of:

- Instructional Technology (IT)
- Assistive Technology (AT)
- Universal Design for Learning (UDL)
- Accessible Instructional Materials (AIM)
- Communication Technology



The Florida Inclusion Network (FIN)

Collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

FIN facilitates the implementation of inclusive best practices through:

- Data-driven, student focused planning and problem-solving
- Data-driven professional development and technical assistance
- Coaching and resources for district and school personnel
- Sharing information to build collaborative relationships



Peers as Partners in Learning (PPL)

FIN has launched the Peers as Partners in Learning (PPL) program in Miami-Dade County Public Schools.

- PPL is an elective course designed to provide peer supports for students with disabilities.
- FIN has developed the PPL Curriculum and Planning Guide to help schools, administrators and teacher teams launch a PPL program at their schools.
- The PPL program provides reciprocal academic, social, and interpersonal benefits to students with and without disabilities, in an inclusive setting.

FDLRS-South



Simply contact FDLRS-South for further information and begin taking advantage of the no cost services available to you and the exceptional children you serve.

www.fdlrssouth.org 305-274-3501

QUESTIONS/ANSWERS

FDLRS-South

Main Office

FDLRS-South
is located at

JRE Lee Educational Center
6521 SW 62nd Avenue
South Miami, FL 33143
Phone: 305-274-3501
Fax: 305-598-7752

Mrs. Danita Duhart
Director, Community Outreach
FDLRS-South
dduhart@dadeschools.net

*Utilized on designated days for professional
development trainings and Child Find Screenings*

North

Robert Renick Educational Center
2201 NW 207th Street
Miami Gardens, FL 33056
305-474-5104

Central

Shadowlawn Elementary School
149 NW 49th Street
Miami, FL 33127
305-758-3673

South

Center for International Education
ESE Student Services Bldg. 005- Room 003
900 NE 23 Ave.
Homestead, FL 33136
305-248-7911 Ext. 2314



The Multiagency Network for Students
with Emotional/Behavioral Disabilities

MIAMI-DADE AND MONROE COUNTY REGION 11
Miami-Dade County Public Schools
Department of Exceptional Student Education

SEDNET Mission

The Multiagency Network for students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral disabilities.

Who is SEDNET?

SEDNET is a regional network of the major child serving agencies, community-based service providers, students and their families, focused on developing interagency collaboration and sustaining partnerships:

- ❖ Education
- ❖ Mental Health
- ❖ Substance Abuse
- ❖ Trauma Informed Care
- ❖ Juvenile Justice
- ❖ Child Welfare
- ❖ Families

Trainings Provided

- Youth Mental Health First Aid
- Trauma Informed Care and Practices



Case Management

Case Management services are provided to families and students, with at risk behaviors or with emotional/behavioral disabilities. Case Managers assist in coordinating services with schools in the integration of educational services, referrals for school based mental health evaluations and access to records from psychiatric hospitals and community mental health facilities.

<http://sednet.dadeschools.net/>

Who is Eligible to Receive Case Management?

All students enrolled in Miami-Dade County Public Schools or non-public schools including those students awaiting placement in a school-based special education program.

Students in need of a Special Education placement upon discharge from a psychiatric hospital or residential program.

at risk or identified with an emotional/behavioral disability in need of additional services and receiving services from a community mental health agency.

SEDNET Referrals

- ❖ Parental consent for release of information is obtained by the school, hospital, or mental health agency – **Mutual Exchange of Information FM 2128**. The Case Manager ensures that all psychiatric reports are sent to school personnel to assist in determining an appropriate school placement. **Information is handled in a confidential manner.**
- ❖ A referral form is completed by SEDNET staff and forwarded along with pertinent information to the principal of the student's school in Miami-Dade County.
- ❖ Schools are to conduct SST/RT following student discharge and identify appropriate interventions.



Questions and Answers

Exceptional Student Education

Alina Rodriguez, Instructional Supervisor

(305) 598-2436

Fax (305) 598-4639

rodriguez003@dadeschools.net

Marie Castor, SEDNET Project Manager

(305) 598-2436

Fax (305) 598-4639

mcastor@dadeschools.net

Larkin Community Hospital and Nicklaus Children's Hospital

John Carrier, SEDNET Case Manager

(305) 598-2436

Fax (305) 598-4639

jcarrier@dadeschools.net

Jackson Memorial Hospital, Citrus Health, and Residential Facilities

Pat Moore, SEDNET Case Manager

(305) 430-1055 Ext. 2311

Fax (305) 430-1057

patriciadmoore@dadeschools.net

21st Century Community Learning Centers

Miami-Dade
County Public
Schools



21st CENTURY COMMUNITY LEARNING CENTERS (CCLC)

Services Available

21st Century Community Learning Centers supports the creation of community learning centers that provide **academic enrichment opportunities** for children attending high-poverty and low performing schools. The program helps students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Targets students from Kindergarten through 12th grade. Title I schools and/or schools with at least 40% of the student body receiving free and reduce-priced lunch.

Funded through the U.S. Department of Education
and the Florida Department of Education



21ST CCLC Services

► The 21st CCLC offers:

- Tutoring services
- After-school activities for limited English Proficient (LEP) students and that emphasize language skills and academic achievements
- Youth development activities
- Drug and violence prevention programs
- Technology education programs
- Art
- Music
- Character Education
- Nutrition and Exercise



M-DCPS 21st CCLC Afterschool Programs

Liberty City Elementary

<http://libertycitye.dadeschools.net>

1855 NW 71 Street, Miami, FL 33147

Miami Gardens Elementary

<http://mgardens.dadeschools.net/AAA.html>

4444 NW 195 Street, Miami Gardens, FL 33055

SECME Stars IV Program

<http://science.dadeschools.net/secmestarsiii/default.html>

North Glade Elementary (5000 NW 177 Street, Miami, FL 33055)

Olympia Heights Elementary (9797 SW 40th Street, Miami, FL 33165)

Redland Elementary (24501 SW 162 Avenue, Miami, FL 33031)

Van E Blanton Elementary (10327 NW 11th Avenue, Miami, FL 33150)



M-DCPS 21st Century Afterschool Programs

STREAMing in Action

<http://science.dadeschools.net/secmestarsiii/default.html>

Cutler Bay Middle School (19400 Gulfstream Road Cutler Bay, FL 33157)

Goulds Elementary (23555 SW 112th Avenue Miami, FL 33032)

Melrose Elementary (3050 NW 35th Street Miami, FL 33142)

Shadowlawn Elementary (149 NW 49th Street Miami, FL 33127)

Jose De Diego Middle School

<http://schoolsites.schoolworld.com/schools/jose/>

3100 NW 5th Avenue Miami, FL 33127



M-DCPS 21st Century Afterschool Programs

Citrus Grove Elementary

<http://citrusgrove.org/>

2121 NW 5th Street Miami, FL 33125

Golden Glades Elementary

<http://gglades.dadeschools.net/>

16520 NW 28th Avenue Miami Gardens, FL 33054

Downtown Miami Charter School

<http://downtowncharter.org>

305 NW 3rd Avenue Miami, FL 33128

Earlington Heights Elementary

<http://earlingtonheightselem.dadeschools.net/>

4750 NW 22nd Avenue Miami, FL 33142

Dr. William A. Chapman Elementary

<http://wachapman.dadeschools.net/>

27190 SW 140th Avenue Miami, FL 33032



2020-2021 Request For Proposal (RFP)

Due Date: May 15, 2020

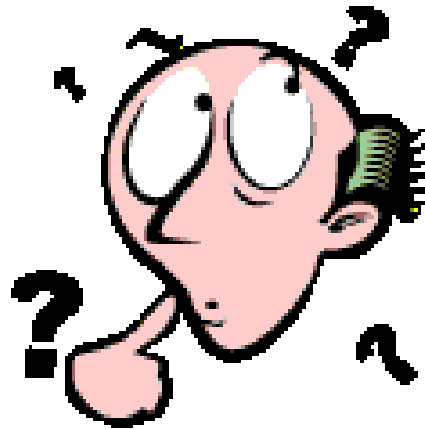
► **Please go to the following Website**

<http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/rfp.shtml>

You can review the RFP for the Statewide Program RFP or the Extended Learning Program RFP

Forms needed are also on the same page

Questions??????



GRANTS ADMINISTRATION

Marysel Urbanik

District Supervisor

305-995-4289

urbanikm@dadeschools.net



The meeting has now ended...

2020-2021 NON-PUBLIC SCHOOLS ENTITLEMENT MEANINGFUL CONSULTATION MEETING

To download the agenda and presentation:

<https://www.dadegetsgrants.net/federal-entitlements->

(scroll to the bottom of the page)