



Miami-Dade County Public Schools Office of Grants Administration



- 2025-2026 Non-Public Schools Entitlement Program
- FALL ANNUAL NOTIFICATION MEETING
- OCTOBER 28, 2025
- 9:30 a.m. – 12:00 p.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 late Spring 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.

Equitable Services Ombudsman

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that every state educational agency (SEA) must designate an ombudsman to monitor and enforce equitable services requirements to help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families. The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.

- 
- Assisting in preparing local educational agencies, community-based organizations, colleges, universities, and private schools for effective implementation of ESSA equitable services requirements.
 - Providing technical assistance to the department subrecipients by attending consultations, as needed, generating templates and best practices, educating all parties about the legal requirements of the consultation process, etc.
 - Proposing appropriate policies and procedures for adoption by the department for implementing, monitoring, and enforcing ESSA requirements for equitable participation.
 - Ensuring proper implementation of ESSA laws and regulations and resolving complaints using a timely and well-defined process.
 - Monitoring and reviewing SEA and subrecipient consultation paperwork, and proportionate share budgets.
 - Preparing and widely distributing annual reports on private school participation in ESSA programs in Florida, analyzing and interpreting trends, and proposing solutions to issues identified.

Garrett Hale

Assistant General Counsel

Office of the General Counsel

Equitable Services Ombudsman

325 West Gaines Street, Suite 1544, Tallahassee, FL 32399-0400

Email: equitableervices@fldoe.org

<https://www.fldoe.org/finance/equitable-services/contact.stml>

Contacts:



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Miami -Dade County Public Schools

Division of Student and Family Support Programs Non -Public Schools Program

PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION



Ms. Erica Garcia

EXECUTIVE DIRECTOR

Division of Student and Family Support Programs



Ms. Claudia Camara

CURRICULIM SUPPORT SPECIALIST

Division of Student and Family Support Programs

Non -Public Schools Program



Historical Perspective



**Establishment
Clause of the
First Amendment**



**Courts Have
Upheld Title I
Provisions**



**Agostini v. Felton
521 U.S. 203 (1997)**



**2015 Every
Student
Succeeds Act
(ESSA)**

General Rule



Every Student Succeeds
Act of 2015

(ESSA)



Elementary and
Secondary
Education Act of 1994

Low -Achieving vs. Low -
Income

Major Themes of Law



Reservation of Funds
(Set Asides)

Professional Learning

Parental Involvement

Basic Allocation

Standards / Evaluation

Equitable Services to Private School Students



Consultation

- Timely and meaningful consultation before decisions are made
- Case by case basis
- Amount of funds generated
- Methods of collecting poverty data
- Identification / Selection of students to be served
- Program Design and Delivery
- Standards / Assessment / Evaluation
- Professional Learning / Parental Involvement
- Service Delivery Model / Use of 3rd party provider
- District -Wide Activities (Set-Asides)

Private School Officials'

Certification Give to State Educational Agency

Funding & Allocation

Collection of Poverty Data

- New Data
- Survey with Extrapolation
- Proportionality (Miami-Dade)
- Correlated Measure

LEA has Final Authority

Automated System

Appeal / Complaint Process



FDOE Equitable
Services Contact
equitable.services@fldoe.org

Allocation Based
on Overall District
Title I Allocation from the
State of Florida

New Data

Funding & Allocation Cont'd

Based on the number
of low-income
students residing in
Title I public school
attendance boundaries

Utilize
Proportionality
Method

Determined every
year or every two
years





Ms. Judith Bonce

CURRICULIM SUPPORT SPECIALIST

Division of Student and Family Support Programs

Non -Public Schools Program



Distribution of Funds



Non - Aligned



Aligned



Follow the
Student



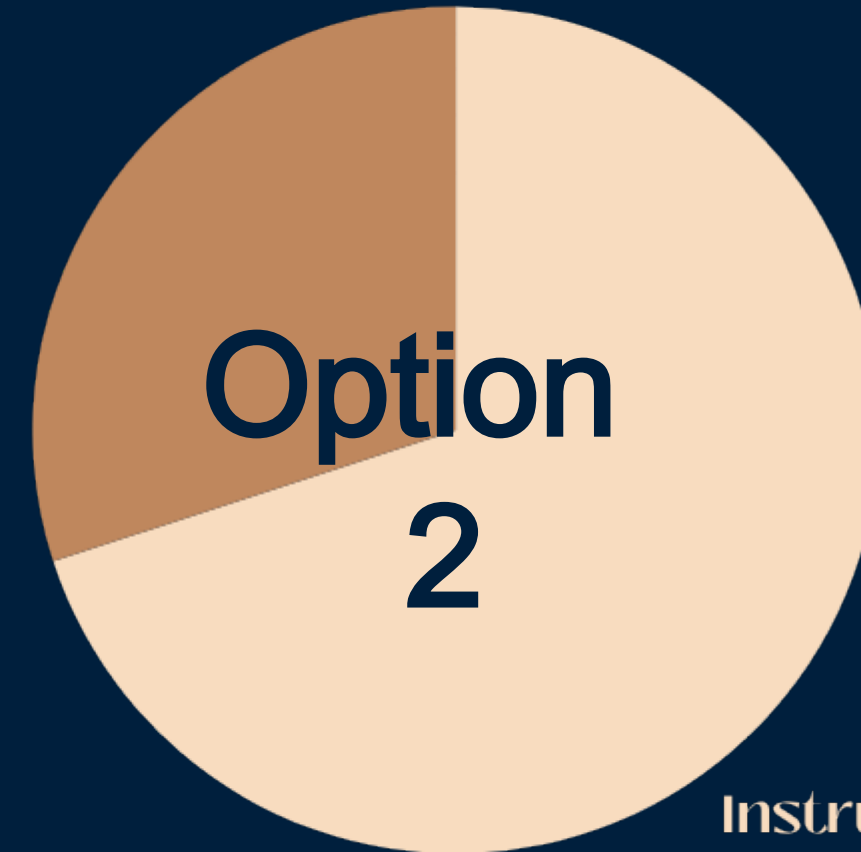
Pooling of Funds

Equitable Share Options



Instructional Services
100%

Allowable Supplemental Purchases
30%



Instructional Services
70%

Note: Schools that elect Option 2 agree to attend a mandatory training to ensure compliance and adherence to purchasing guidelines and program requirements.



Option 1: 100% Instructional Services

Services Delivery Plan to be customized to the needs of the eligible students at your school through consultation with private school before the start of the school year.

Options for instructional services can be Tutoring (in core subject areas), Counseling, and/or Coaching.

The school is responsible for providing services to eligible students through a referral process (Phase III).

These services are intended for those students who qualify based on address and meet the academic criteria of failing or at risk of failing.

Option 2:

70% Instructional Services

30% Allowable Supplemental Purchases



Purchasing of equipment, materials, tools, and/or resources shall only be to supplement the instructional services being offered.

These goods are intended for the use of Title I eligible students only.

The school is responsible for obtaining the required three (3) quotes on orders of more than \$2,499.99 from District -Approved Vendors.

M-DCPS will hold title and ownership of all non -consumable supplies, materials and equipment purchased by the District with Title I Funds.

Note: Schools who elect this option agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.

Eligible Private School Students



Attend a non -profit private school

Reside in the attendance boundary of
an LEA public school participating in
the Title I Program

Be identified by the LEA as failing or at
risk of failing to meet the state
standards, or other standards
relevant to the private school (using
multiple educationally related criteria)

Program Design and Service Delivery



Targeted Assistance Model



LEA can provide service directly using district personnel



LEA can provide services indirectly through contracts with public and private organizations and individuals (Third-Party Contractors)



Supplement, Not Supplant

Program Design and Service Delivery Cont'd



Extended -Day Services



Push -In / Pull -Out Program Options



Counseling



Computer -Assisted Instruction (remote virtual online tutorial)



Referrals for Services (using multiple educationally related criteria;
supplemental in nature)



Ms. Claudia Camara

CURRICULIM SUPPORT SPECIALIST

Division of Student and Family Support Programs

Non -Public Schools Program

Accountability

1 Non -public school students are not required to take the Florida Assessment of Student Thinking

2 Non -public schools are not subject to grading

3 Alternate standards are to be developed in consultation with private school officials

4 LEA must use some assessment measure for gauging progress



Accountability Cont'd

1 LEA maintains title to all property purchased with Title I funds

2 Must maintain inventory of property at school

3 Must contact Title I Non -Public Office prior to disposal of any equipment for both Capitalized & Non -Capitalized Property

4 Must contact Title I Non -Public Office immediately when property is stolen or vandalized





Program Evaluation

Based on student achievement, program delivery, instructional program, and services to teachers and parents

Outcome data will be used to evaluate the program and determine progress

Surveys to Principals, Teachers, and Parents

Conducted by the Office of Program Evaluation

Recommendations will be factored into the following year's program

Pre and Post Test Assessments via Ready platform administered by providers before and after intervention

Roster of participants to be served and demographic data (race, gender, grade)

Criteria used by private schools must be developed in consultation with the school district

Online data collection for all schools and students

Academic Gains – 2.0 or more points growth

Timeline (See Evaluation Plan)

SAT 10; ITBS points

Goal – Increase the number of students scoring above the 51st Percentile by two percentage points

Division of Student & Family Support Programs

Non -Public Schools Program Team

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Title II, Part A: Supporting Effective Instruction

Office of Professional Learning & Career Development
(PLCD)



OFFICE OF HUMAN CAPITAL MANAGEMENT
Miami-Dade County Public Schools
Education Focused | People Driven



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





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

Equitable Service Requirements

M-DCPS is required to:

- Provide and process each year the Title II, Part A Teacher and Principal Training and Recruiting Application to those independent schools interested in receiving services
- 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 learning 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 learning to support STEM programs, career and technical education, work-based learning, etc.
- Developing feedback mechanisms to improve school working conditions





- Professional learning 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 Services

Meaningful Consultation

- *FACTS Education Solutions* was selected to be the third-party professional learning provider for the non-public school consortium
- *FACTS* is experienced in offering quality professional learning that serves the unique needs of non-public schools
- *FACTS Education Solutions*
 - Marcey Ayers, Regional Vice President, at 305-804-2778, or marcey.ayers@FACTSmgt.com



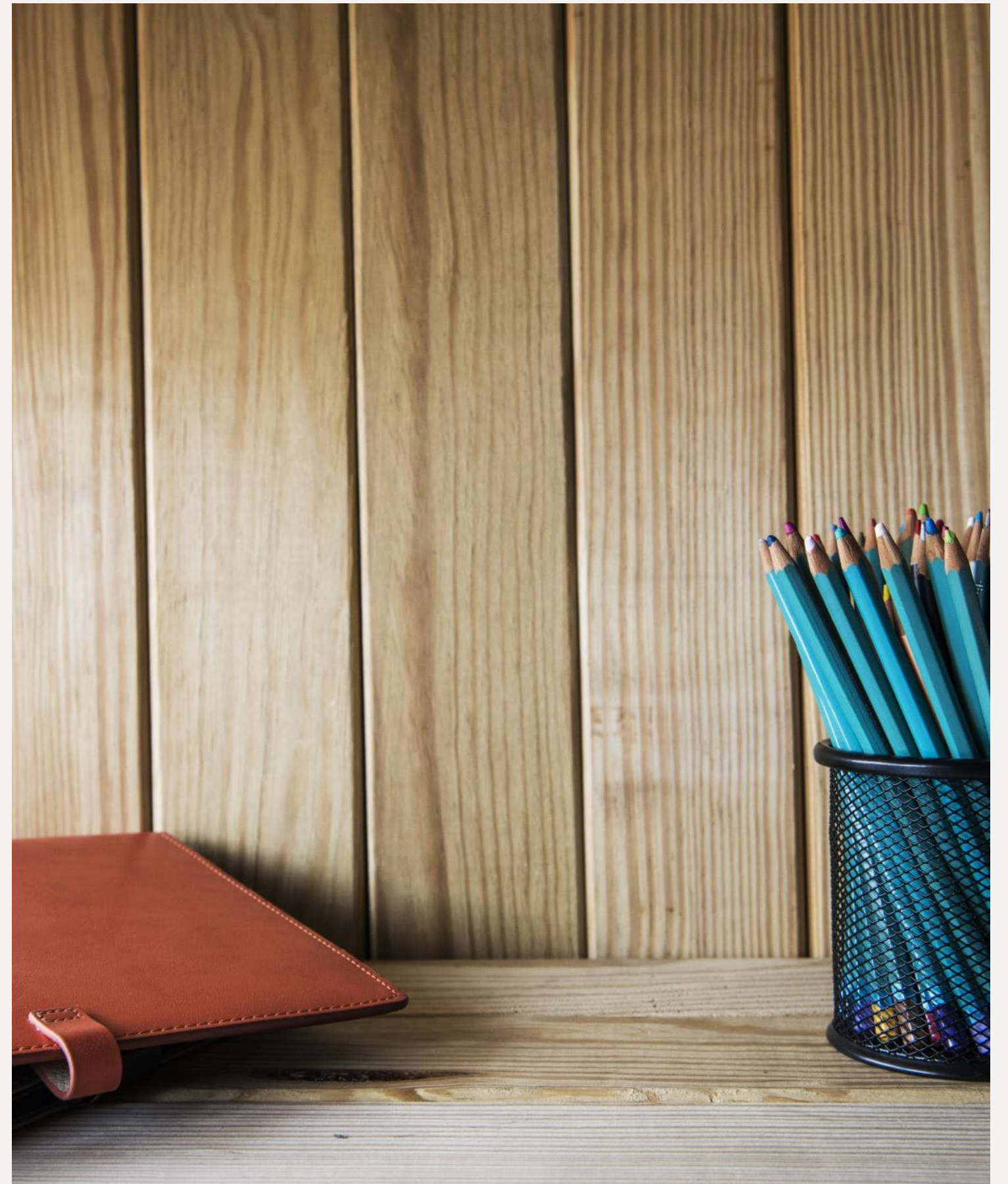


- Archdiocesan Schools
- Center for the Advancement of Jewish Education – Miami (CAJE)
- Other non-public schools

Non-public School Consortium

Requirements of Consortium and PL 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



Instructions for Submitting Reimbursement Documentation

Allowable professional learning services will be reimbursed in a timely manner according to the following guidelines:

- Complete and submit the following:
 - Title II, Part A School-site Professional Learning Plans
 - ✓ Professional learning services must be delivered by approved provider
 - ✓ Reimbursement will not be made for unapproved or prior-dated activities
- Required documentation for quarterly reimbursement will be submitted to M-DCPS through FACTS Educational Solutions for professional learning activities serving all entities/schools.
- Expenditures must comply with all applicable state rules and federal regulations and may not exceed annual school allocation amount.



Required Documentation Submitted to M-DCPS by FACTS Educational Solutions

FACTS Educational Solutions submits reimbursement packets quarterly for professional learning activities serving all entities/schools.

Submissions include the following attachments:

- Title II Private School Reimbursement Checklist
- Invoices for payment
- Cost breakdown
- Payment confirmation/receipts
- Original receipts
- Course agendas* (If applicable)
- Attendance rosters/logs* (If applicable)
- Course evaluations* (Evaluation should include how activity will be used to positively impact instructional practice and increase student achievement.)

****Schools should keep documentation for site-specific professional development funded through Title II, Part A in the event of an audit from the state Title II, Part A office.***



Taking the First Step for Participation

If interested in receiving Title II services, schools must complete and submit every year the Title II, Part A Teacher and Principal Training and Recruiting Application. Applications can be requested by contacting:

Ms. Maria Cervantes

mcervantes@dadeschools.net

OR

Dr. Milagros Gonzalez

mgonzalez5@dadeschools.net







In Closing ...

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

Please feel free to contact

Dr. Milagros Gonzalez

305.995.7616

mgonzalez5@dadeschools.net

MIAMI-DADE COUNTY PUBLIC SCHOOLS



TITLE III, PART A
MEANINGFUL CONSULTATION MEETING
OCTOBER 28, 2025



DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES

AGENDA

- Title III Programs
- Intent to Participate
- Eligibility Criteria
- Identification of ELLs/ESOL Compliance
- Consultation
- Title III, Part A Purposes
- Supplement not Supplant
- Title III -ELA Enhanced Supplementary Services for Non -Public Schools



TWO TYPES OF TITLE III PROGRAMS

ENGLISH LANGUAGE ACQUISITION (ELA) GRANT

LEA is eligible to receive ELA funds every year based to the number of ELLs reported on Survey 2 (October) or Survey 3 (February) as determined by the state.

ENHANCED INSTRUCTIONAL OPPORTUNITIES FOR RECENTLY ARRIVED IMMIGRANT CHILDREN AND YOUTH (IY) GRANT

LEA is not eligible to receive IY each year; it will only receive it if there is a significant increase of Immigrant Students reported on Survey 2 (October) or Survey 3 (February) as determined by the state.



INTENT TO PARTICIPATE

✓ The “**Intent to Participate**” must be submitted by the deadline for participation to be considered. If the deadline is not met and the private school officials have not notified the LEA of obstacles to meeting the deadline in a timely manner, the LEA may consider the private school officials to have declined services.

✓ Applications for 2025-2026 Title III considerations were processed for Non-Public Schools that met the application and questionnaire submission deadline of March 10, 2025. If your school qualified, an Award of Title III Services 2025-2026 was sent in September this year.

✓ An LEA is not required to provide equitable services in the current year to eligible children and educators who attend or work at a new private school if the school opens after the LEA’s deadline for indicating an intent to participate in equitable services.



ELIGIBILITY CRITERIA

- ✓ ELLs and educators serving ELLs in nonprofit private elementary and secondary schools in the LEA's service area.
- ✓ ELLs and educators serving ELLs at for-profit private schools are not eligible to receive equitable services



ELIGIBILITY CRITERIA



✓ Title III ELA Grant:

After initial English language proficiency (ELP) assessment, students classified as ESOL level 1-4.

✓ 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).

IDENTIFICATION OF ELLS



(IDENTIFICATION OF ELLS, ELP ASSESSMENT, AND ESOL COMPLIANCE RECORDS ARE PART OF THE INITIAL CONSULTATION)

- ➔ A Home Language Survey (HLS) to screen all students at initial entry, which includes Date of Entry into a U.S. School (DEUSS date).
- ➔ English Language proficiency screener: schools MUST use a state -approved instrument to assess students upon initial entry and in the Spring annually.
- ➔ In private schools, parents may opt out of testing their child after completing the HLS. However, these students will not be eligible to receive Title III services, and parents must be aware of this. Please discuss this with them.
- ➔ The Parent Annual Notification Letter is not required, but highly recommended in order to keep parents informed.
- ➔ Keep ESOL program compliance records, including the student's progress in listening, speaking, reading, and writing, until they meet exit criteria.

HLS SAMPLE



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 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 Día Año Mes Día Año
Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____
Mes Día 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?	Si ☐	No ☐
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	Si ☐	No ☐
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	Si ☐	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 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)

WHAT IS CONSULTATION?



- Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school children and educators to participate equitably in covered ESEA programs.
- An LEA must consult with appropriate private schools officials regarding equitable services under covered ESEA programs, being Title III Part A one of these programs (ESEA section 8501(c)(1)).
- The goal of consultation is reaching an agreement between the LEA and appropriate private schools officials on how to provide equitable and effective programs for eligible private school children and educators (34 C.F.R. § 299.7 (b) (3)).

TITLE III, PART A – ENGLISH LANGUAGE ACQUISITION

PURPOSE



- To help ensure that ELLs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- To assist ELLs, including immigrant children and youth, to achieve at high levels in academic subjects;
- To assist teachers, principals, and other school leaders in establishing, implementing, and sustaining effective language instruction educational programs;
- To assist teachers, principals, and other school leaders in developing and enhancing their capacity to provide effective language instruction educational programs; and
- To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELLs.



SUPPLEMENT NOT SUPPLANT



With respect to equitable services, 34 C.F.R. § 299.8(a) requires that an LEA uses funds under a covered ESEA program to provide equitable services that **supplement** (above and beyond), and in **no case supplant**, the services that would, in the absence of services provided under that program, be available to participating private school children and educators.

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.

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 and software to support English language acquisition
- Consultation on creating a Plan of Action

TITLE III CONTACT

DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES



Ms. Cecilia Monteagudo
Executive Director, Title III Administrator
ccmarquez@dadeschools.net





TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (SSAE)

Program Objectives

- 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**
 3. **Improve the use of technology in order to improve the academic achievement and digital literacy of all students**



Categories

Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- 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

Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- 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
- Building technological capacity and infrastructure
- Innovative blended learning projects



Unallowable Expenses

- **Decorations**

- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- 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
- **Clothing or uniforms**

- **Furniture**

- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition

- **Kitchen appliances** (e.g., refrigerators, microwaves, stoves, tabletop burners)

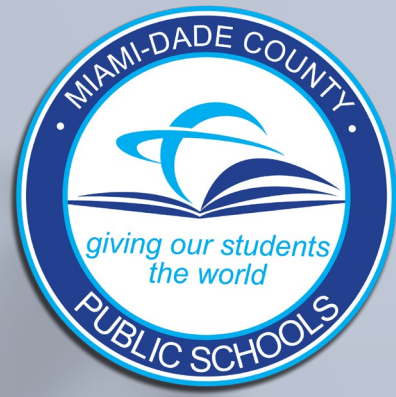
- **Capital improvements and permanent renovations** (e.g., playgrounds, buildings, fences, wiring)

- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Tuition



Process Overview

- 1) Find your school's allocation on the allocation list.
- 2) Decide what your school would like to request and which category (**well-rounded educational opportunities, safe and healthy schools, effective use of technology**) each item belongs to.
- 3) Complete a request form and submit your completed form by the initial deadline via [JotForm](#).
- 4) Wait for feedback from M-DCPS. Once feedback is received, revise your request accordingly, and re-submit **WITH** electronic (PDF file) quotes by the final deadline via [JotForm](#).
- 5) M-DCPS will notify schools when requests are approved, and the ordering process will begin. We will also notify you if your quotes need revision.
- 6) Once your orders are created and **Purchase Order (PO)** numbers become available, our office will provide your school's PO numbers. It is each school's responsibility to track their orders and stay updated with the vendor on shipping and delivery information.



Title IV Contacts & Information

Virna M. Kaufman – Executive Director
Mareling Rios – Grant Supervisor
Karina Quezada – Grant Specialist
Monique Cooper – Grant Specialist
Camila Crespo – Grant Specialist
Alejandra Romero – Grant Specialist
Anamaris Montanez Castillo– Grant Specialist

Phone number: (305)341-0999

When emailing us, you **must** include your school's name in the subject line.

For General Questions: TitleIVRequest@dadeschools.net

To Apply: ApplyT4@dadeschools.net

Website: t4a.dadeschools.net

(works only with Google Chrome, Safari, Mozilla Firefox and Microsoft Edge.)

Miami-Dade County Public Schools (MDCPS) IDEA Private Schools Obligations

October 28, 2025

WELCOME



IDEA Private School Obligations

IDEA

A PRIVATE SCHOOLS OBLIGATIONS

The Individuals with Disabilities Education Act (IDEA) has provisions related to children with disabilities enrolled by their parents in private schools.



Opportunity for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds.

For Profit **VS.** Non-Profit Entitlements

For Profit Private Schools

- ✓ District provides Child Find services
- ✓ Family Empowerment Scholarship
- ✓ For Profit Private School Students are not eligible for supports and services through the proportionate share requirement

Non-Profit Private Schools

- ✓ District provides Child Find services
- ✓ Family Empowerment Scholarship
- ✓ Supports and services provided to eligible students through the proportionate share requirement based on results of meaningful consultation



Meaningful Consultation

- . Meaningful Consultation is conducted with representatives of non-profit private schools and parents in a timely and meaningful manner regarding the services that will be provided to ensure equitable participation.
 - . Throughout the school year IDEA Private Schools Team collaborates, consults, and works directly with private schools, parents, and students to keep them updated on student eligibility, and services.
- 

Meaningful Consultation is Ongoing Collaboration

Yearly Consultation Meetings with Private Schools

Consultation with parents and schools regularly throughout the school year

Individual or group meetings

Telephone and face-to-face conferences

Program website, emails, surveys

What is Discussed?

Child Find

Eligibility

Reevaluations

Services to consider

Services provided

Proportionate Share

How to expend funds

All Questions and Concerns



Eligibility Requirements

To be eligible for services under the IDEA obligations:

- Schools must be non-profit
 - Schools must sign an Affirmation
 - Schools must communicate and provide student data/information
 - **Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
 - A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program
- 

Yearly Process

The IDEA Private School Obligations team contacts Non-Profit Private Schools to attend our Meaningful Consultation which occurs in Feb/March of each year.

We consult with the administrator/designee of the non-profit private schools to obtain a list of current students that are eligible or may be eligible for services.

Private School Master Eligibility list is e-mailed at least twice a year to the private schools and is updated on a continuous basis.

Parents are notified regarding the 3-year reevaluation meetings for continuation of services.

Child find, Initial & Reevaluation process



CHILD FIND PROCESS

Individuals with Disabilities Act (IDEA) requires school districts to engage in child find activities for parentally placed private school students in their jurisdiction.

Child find requires identifying, locating and evaluating students to determine eligibility for special education and related services.

If seeking equitable services, the evaluation is completed by the District where the non-profit private school is located.

This process is handled through the online referral system.



Parent Intake Form for Non-MDCPS Students

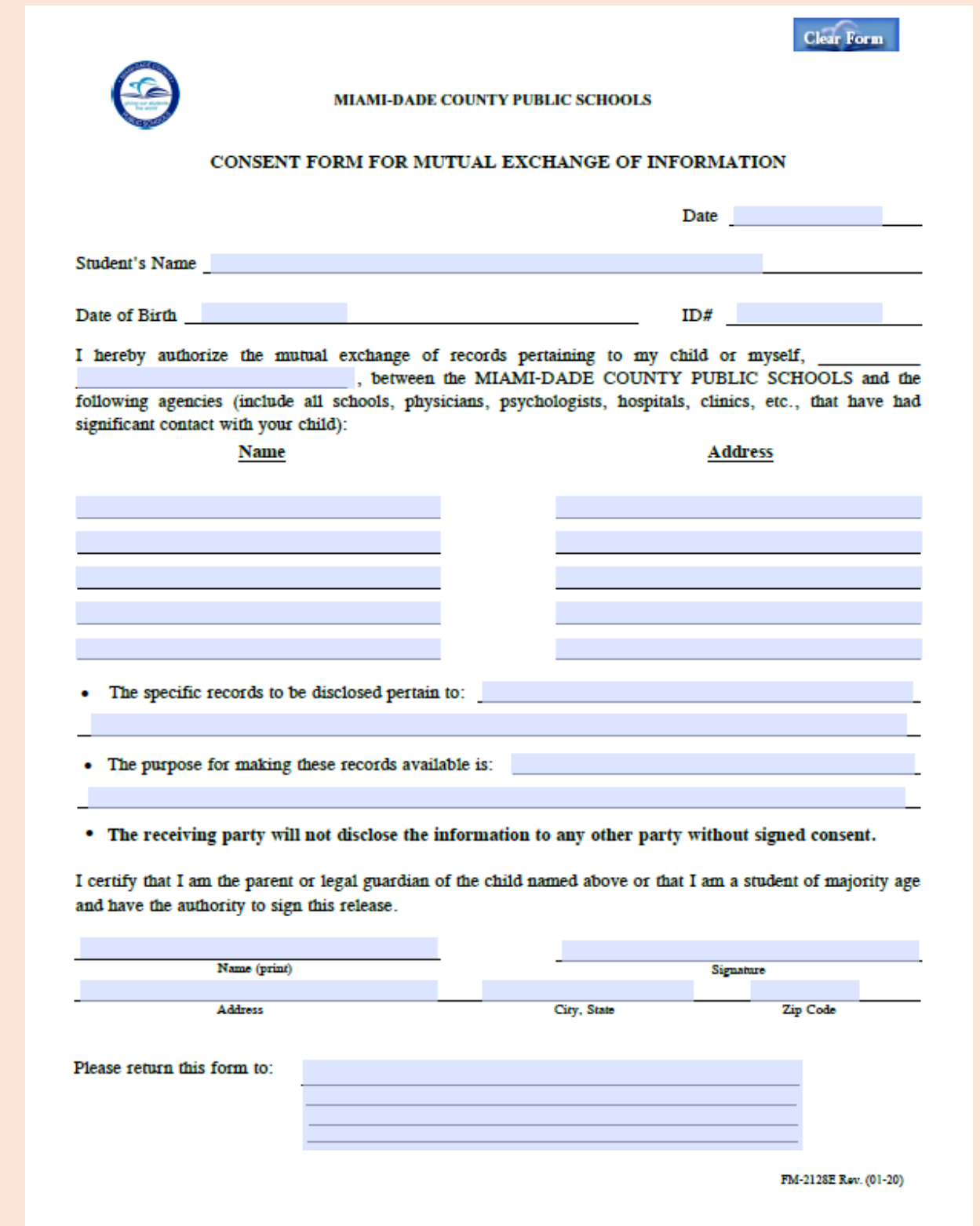
- ✓ To begin the intake process, the parent/legal guardian, or adult student seeking an evaluation, re-evaluation or matrix revision/correction is directed to the MDCPS Parentally Placed Private School website: <http://privateschoolsidea.dadeschools.net>
- ✓ On the website, locate the Private School Evaluation and Review Request tab to access the Parent Intake link. [2025-26 Parent E-Intake Form for Non-MDCPS Students](#)
 - ✓ If this form is being completed by someone other than the parent, make sure the parent has been informed of the request.
- ✓ Submit only one (1) intake form per student-duplicates will impede the intake process.

Parent E-Intake for Non MDCPS
Students



CONSENT FOR MUTUAL EXCHANGE

- The Consent for Mutual Exchange form allows for an exchange of records pertaining to the child and/or parent and MDCPS once the signed form has been provided by the parent/legal guardian.
- The option to complete and return the Consent Form is included in the Intake Link.
- It is imperative that we receive this form in a timely manner to proceed with the request.
- Once signed with a manual signature (typed signatures are not accepted), scan and email the form to PrivateSchools@dadeschools.net with subject line *“Consent for Mutual Exchange of Information”*.



The form is titled "MIAMI-DADE COUNTY PUBLIC SCHOOLS" and "CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION". It includes a "Clear Form" button in the top right corner. The form contains several sections for data entry: a "Date" field, a "Student's Name" field, a "Date of Birth" field, and an "ID#" field. A paragraph of text states: "I hereby authorize the mutual exchange of records pertaining to my child or myself, _____, between the MIAMI-DADE COUNTY PUBLIC SCHOOLS and the following agencies (include all schools, physicians, psychologists, hospitals, clinics, etc., that have had significant contact with your child):". Below this, there are two columns of text input fields, one labeled "Name" and one labeled "Address". There are three bullet points: "The specific records to be disclosed pertain to:", "The purpose for making these records available is:", and "The receiving party will not disclose the information to any other party without signed consent." A certification statement reads: "I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release." Below this, there are fields for "Name (print)", "Signature", "Address", "City, State", and "Zip Code". A section at the bottom says "Please return this form to:" followed by three lines of text input. The form number "FM-2128E Rev. (01-20)" is in the bottom right corner.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

Date _____

Student's Name _____

Date of Birth _____ ID# _____

I hereby authorize the mutual exchange of records pertaining to my child or myself, _____, between the MIAMI-DADE COUNTY PUBLIC SCHOOLS and the following agencies (include all schools, physicians, psychologists, hospitals, clinics, etc., that have had significant contact with your child):

Name Address

• The specific records to be disclosed pertain to: _____

• The purpose for making these records available is: _____

• The receiving party will not disclose the information to any other party without signed consent.

I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release.

Name (print) Signature

Address City, State Zip Code

Please return this form to: _____

FM-2128E Rev. (01-20)

Intake Form: Beyond Initial and Re-evaluations

In addition to Initial and Re-evaluations this intake form is used for the following requests:

- **3 Year RT (AIS Teacher/Provider)** - The student receives services from an AIS teacher or Provider at the Private School.
- **Developmentally Delayed (DD) Exceptionality** - The student is turning 9 years old or in 2nd grade with the DD exceptionality.
- **Transfer of Eligibility** - Select if eligibility was established in another county in Florida.
- **PSSP/Services** - Select if eligibility has been established in Miami-Dade County and the student attends a non-profit private school in meaningful consultation with Miami-Dade County.
- **FES UA IEP Matrix Review** - The parent is seeking an increase in the Matrix of Services.
- **Matrix Eligibility Correction** - The student's matrix of 254 or 255 is not reflected with the Florida Department of Education, Step-up, or AAA.
- **Private School to M-DCPS Transition** - The student will be enrolling in M-DCPS.

Timelines, Documentation, and Extension Requests

- Timeline: The LEA has 30 days from receipt of request to obtain consent or issue a refusal
 - The lack of an ID Number will often delay the process.
- Required Documents to establish an ID:
 - Parent's Driver's License
 - Birth Certificate
 - Electricity Bill
 - 8013 Enrollment Form
- Extension Request
 - May be requested if the 30 - day statutory timeline cannot be met due to documents not being provided in a timely manner



From Consent to Staffing

- Once consent is obtained, the case is transferred to an ESE Service Center by Region.
 - Schedule and conduct evaluation
 - Schedule eligibility meeting and staffing (only if student has FES-UA)
 - Private School Teacher or qualified representative MUST be present
 - Refer the student for a PSSP
 - If services are requested by the parent



Students must have a three-year reevaluation meeting for continued participation in programs carried out under Part B of IDEA through proportionate share of funds.

The private school should work with the parent and the district to conduct triennial review to remain compliant with IDEA Obligations.

Continuation of Services through IDEA Private School Obligations

Reevaluation Process

Requests for reevaluations are initiated in the same manner as initials.

- Parents/legal guardians, or adult students must begin by completing the [2025-26 Parent E-Intake Form for Non-MDCPS Students](#)

During the RT Meeting:

- The team determines if the student requires a formal reevaluation
- Once consent is obtained, the case transfers to either an ESE Service Center or remains in the Private School Department
- An evaluation is scheduled and conducted
- Then an eligibility meeting is scheduled and an IEP developed (only if the student has FES UA)
- The private school teacher or qualified representative must be present
- Refer student for a Private School Service Plan (PSSP) as appropriate.

After the Reevaluation

- ❑ After a formal reevaluation is completed, a follow-up meeting will be held to review the results of the evaluation, and the team determines:
 - ❑ Whether the student continues to have a disability;
 - ❑ The present levels of academic achievement and related development needs of the student; and
 - ❑ Whether the student continues to need special education and related services

❖ Reevaluations are NOT conducted for students with 504 Accommodation Plans or Gifted.

IDEA GRANT

Proportionate Share

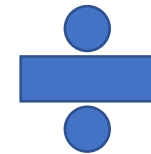


IDEA GRANT Proportionate Share

The proportionate share is calculated using the proportion of eligible parentally-placed private school students compared to the total population of eligible students in the school district, multiplied by the district's IDEA, Part B funds for the school year. The allocation amount is based on the students with disabilities (SWD) count from the October 1st- December 1st Survey of the previous school year. IDEA/ Private Schools Obligation- Federal Funds

IDEA GRANT PROPORTIONATE SHARE

Calculated
Proportionate
Share



Eligible Private
School Students



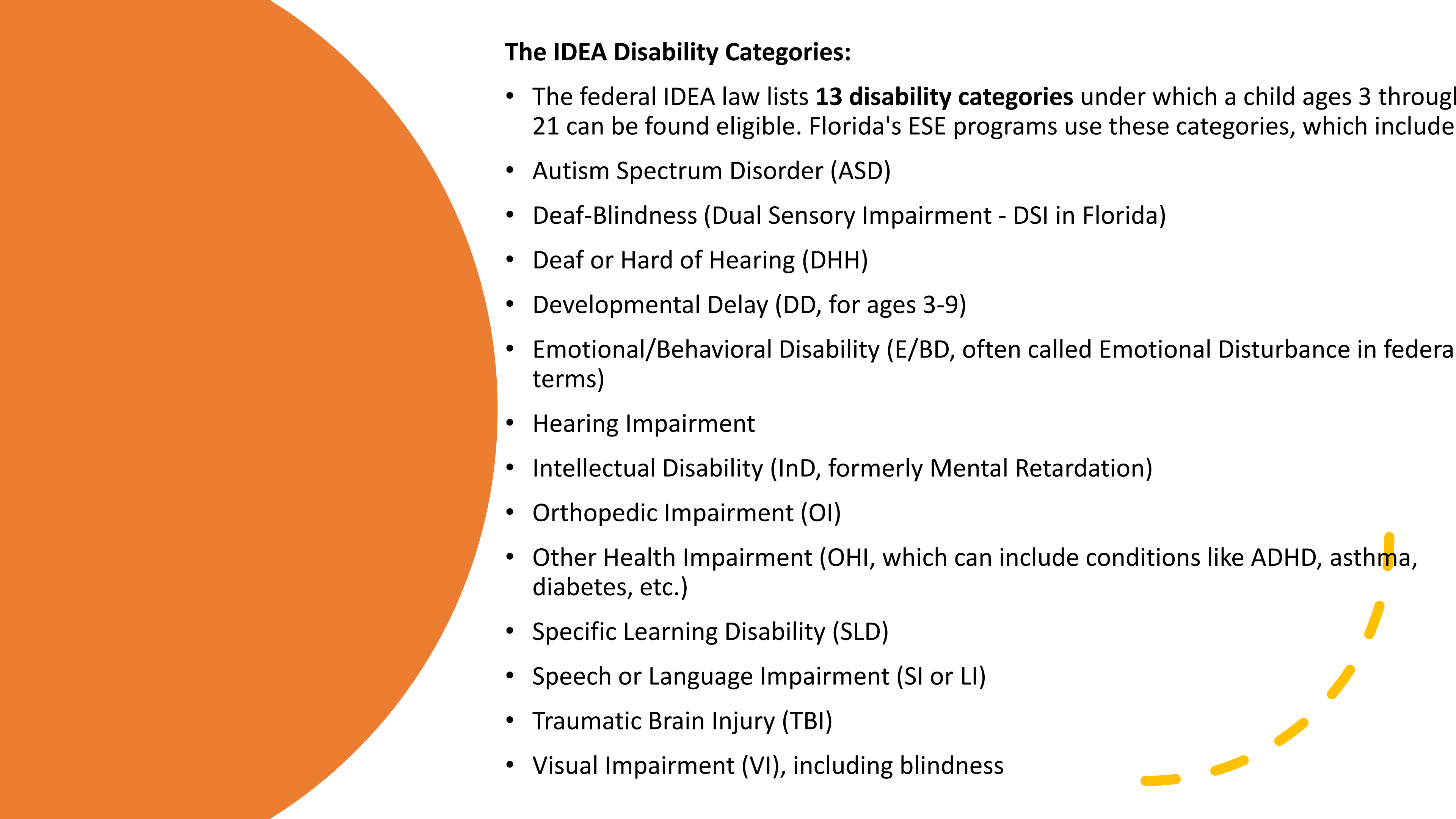
Eligible Amount Per
Student for Services

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

Students who have been identified by M-DCPS as a child with a disability and have a current evaluation.

Students who have a current evaluation during the October – December survey period (for the prior year) are included for the purpose of generating funding for the current school year.

Students are eligible for services once they have a current evaluation in place. Even if it is after the October count.



The IDEA Disability Categories:

- The federal IDEA law lists **13 disability categories** under which a child ages 3 through 21 can be found eligible. Florida's ESE programs use these categories, which include
- Autism Spectrum Disorder (ASD)
- Deaf-Blindness (Dual Sensory Impairment - DSI in Florida)
- Deaf or Hard of Hearing (DHH)
- Developmental Delay (DD, for ages 3-9)
- Emotional/Behavioral Disability (E/BD, often called Emotional Disturbance in federal terms)
- Hearing Impairment
- Intellectual Disability (InD, formerly Mental Retardation)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI, which can include conditions like ADHD, asthma, diabetes, etc.)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SI or LI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI), including blindness



Direct and Indirect Services

Direct and Indirect Service Decisions for 2025-2026

- After Meaningful Consultation in Feb/March each school year, Private Schools will complete a Needs Assessment Survey
- The Data collected is analyzed to determine the best options based on student needs
- Schools will be given options for expenditure of funds

2025-2026 Options

OPTION 1	OPTION 2	OPTION3
100% of Services	70% Services 30% Educational Materials/Technology	30% Services 70% Educational Materials/Technology

Services - Direct (DS) & Indirect Support (IS)

- Academic Support (DS) M-DCSP Teachers
 - Consultation
 - Support Facilitation
 - Direct Support
- PreK Intervention* (DS)
- Tutoring *(DS)
- Counseling* (DS)
- Parent/Family Support (DS) – Teacher, Social Worker, and/or Psychologist
- Professional Development for Teachers * (DS)
- Professional Development for Individual Schools (DS) - Teacher
- Materials (IS)
- Technology (IS)
- Assistive Technology (IS)
- Software (IS)

Note: * = Contracted Service from 14 vendors

Indirect Services

Materials (IS) – Educational material orders from approved vendors based on student needs.

Technology (IS) – Educational Technology Orders from approved vendors based on student needs.

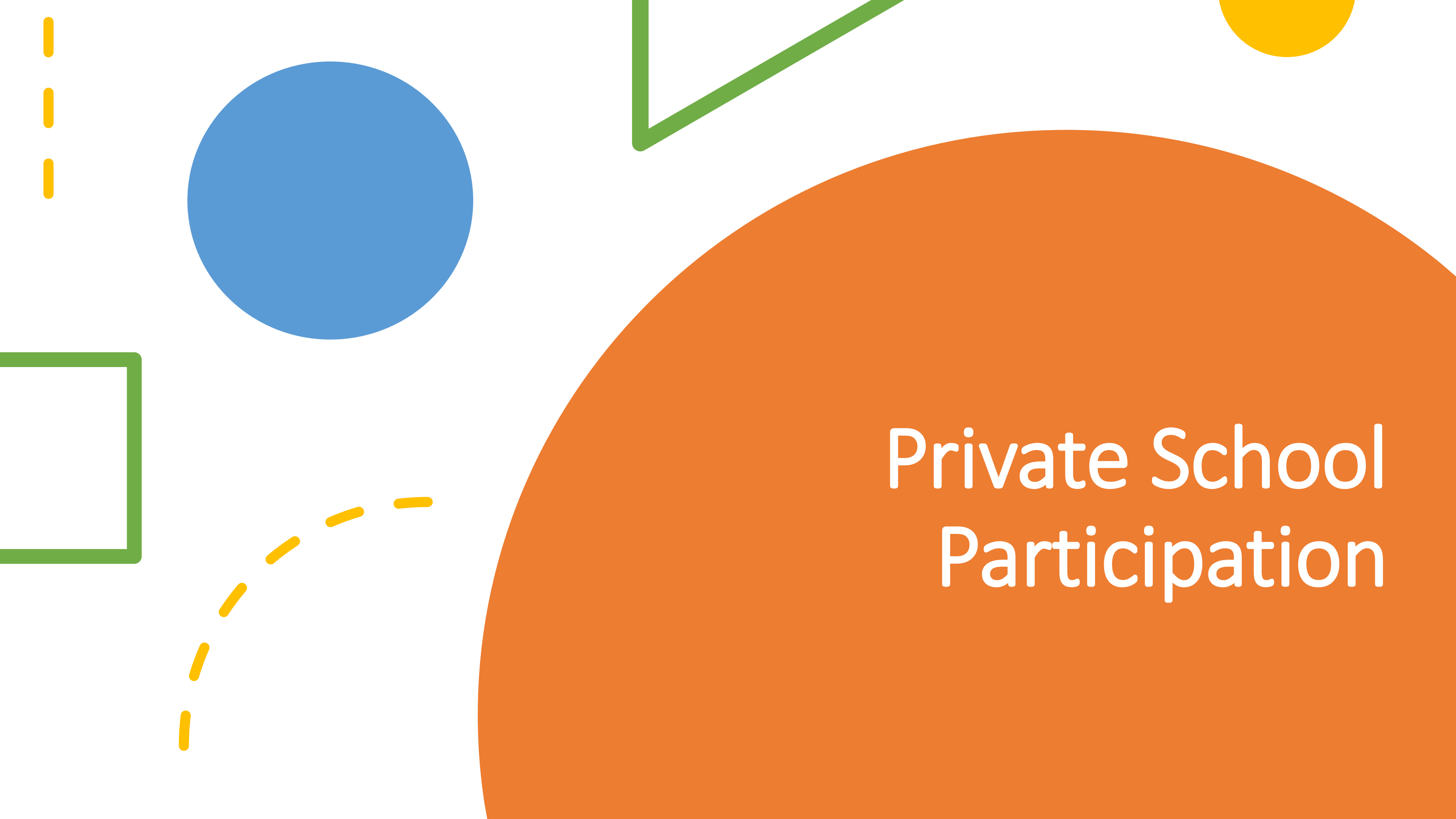
Assistive Technology (IS) – tools, equipment, or products that help individuals with disabilities perform tasks that might otherwise be difficult or impossible. Ordered from approved Vendors.

Software (IS) – variety of software products in Reading/Language Arts, Math, etc.

OPTION 1	OPTION 2	OPTION3
100% of Services	70% Services 30% Educational Materials/Technology	30% Services 70% Educational Materials/Technology

Direct Support

- Support services will differ for each child depending on the student's needs.
- Academic Support and/or counseling **may** be provided through one of the models reviewed.
- To be eligible for any service under the IDEA, students **must** maintain a current eligibility status with M-DCPS along with state eligibility criteria for one of the 13 disability categories outlined in IDEA. (504 Plans are not part of eligibility)
- Services will be provided by a M-DCPS Certified ESE teacher or a Contracted Credentialed provider.

The background features several abstract geometric elements: a large orange semi-circle on the right side; a blue circle in the upper left; a yellow circle in the top right corner; a green L-shaped line in the top center; a vertical dashed yellow line on the far left; a green square outline on the left; and a curved dashed yellow line in the lower left.

Private School Participation

Private School Participation Requirements

To be eligible for services under the IDEA obligations schools must:

- Have Non-Profit Private School Status
- FDOE Florida Private School Directory
<https://www.floridaschoolchoice.org/information/privateschooldirectory/>
- Participate in Meaningful Consultation
- Complete a Written Affirmation after each Consultation
- Have and Maintain Eligible Students

Moving forward each school should have:

1. Completed the Intent to Participate
2. Entered the [2025-2026 Private School Student Survey](#)

2025 - 2026

I.D.E.A. Private School Obligations Instructional Support Referral

Section 1

Student & School Information

1. Last Name: *

Enter your answer

2. First Name: *

Enter your answer

3. Student ID#: *

Enter your answer

4. Date of Birth: *

Please input date (M/d/yyyy)

5. Exceptionality: *

Enter your answer

6. School: *

Enter your answer

7. Grade: *

Enter your answer

8. Last Evaluation Date: *

Please input date (M/d/yyyy)

9. Referral Date: *

Please input date (M/d/yyyy)

10. Referring Teacher: *

Enter your answer

11. Phone Number: *

Enter your answer

12. Email Address: *

Enter your answer

Section 1 Referral Form:

Student Demographics and School information

Support Type

Please select the type of support you are requesting for the student.

13. Direct Support for:
Please select all that apply *

- ☐ Reading
- ☐ Math
- ☐ Counseling
- ☐ Pre-K Intervention
- ☐ N/A

14. Support Facilitation for:
Please select all that apply *

- ☐ Reading
- ☐ Math
- ☐ NA

15. Consultation Support for:
Please select all that apply *

- ☐ Reading
- ☐ Math
- ☐ N/A

16. What specific concerns do you have about this student's academic progress pertaining to Pre-K Intervention or Reading:
(be as specific as possible): *

Enter your answer

17. What specific concerns do you have about this student's academic progress pertaining to Math:
(be as specific as possible): *

Enter your answer

18. What specific concerns do you have about this student's academic progress pertaining to Counseling:
(be as specific as possible): *

Enter your answer

19. Have you consistently used any software program with this student for Reading?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

20. Have you consistently used any software program with this student for Math?
If Yes, please provide name of the program
If No, write N/A *

Enter your answer

21. Fill in the information for the most current assessment in Reading that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

Section 2: Support Type

Some questions require data/reports to support student needs

22. Fill in the information for the most current assessment in Math that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

23. Fill in the information for the most current assessment in any other category that demonstrates student is working below grade level:
(i.e. Terranova, SAT, i-ready, IOWA)

(Assessment, Date, Level)

24. Any additional Notes:

Enter your answer

Final Authorization

This process requires academic or other comprehensive data as stated in questions #21 - #25.

Also include the child's latest report card with the documents.

To facilitate the district in obtaining this information, save each report as follows:

School Name, Student Initials, ID #

(ABCPrivateSchool_J.A._#1234567)

Once all files are named correctly, then scan and email all documents to PrivateSchools@dadeschools.net using subject line: **Student Referrals**

All documents must be received before a review of the referral request is conducted.

27. Parent has been notified and agrees with referral: *

☐ Yes

28. Parent Name *

Enter your answer

29. Parent Phone Number *

Enter your answer

30. Parent email *

Enter your answer

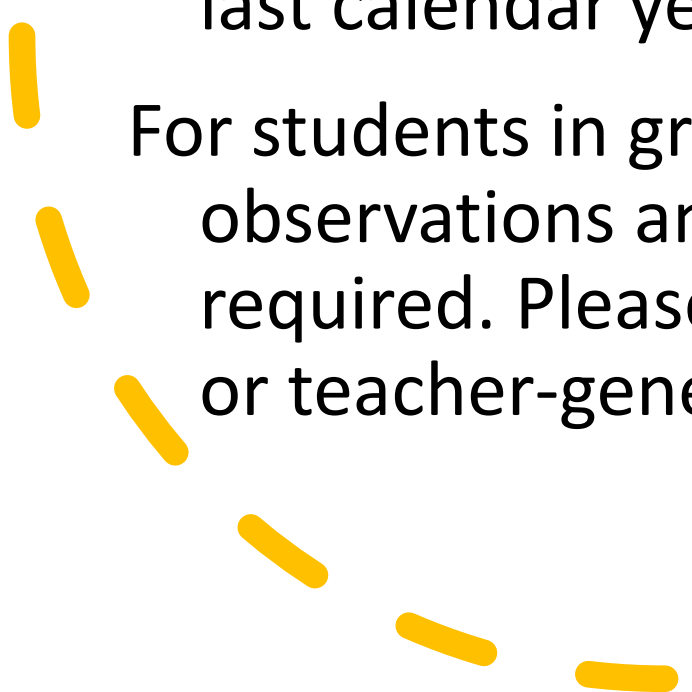
• Section 3: Final Section



Criteria for PSSP Eligibility (academics)

To be eligible for Direct services for IDEA Proportionate Share, students must meet two of the three multiple selection criteria:

1. Must have ESE eligibility (1 of 13 ESE categories under IDEA, no 504 plans).
2. Must have received a grade of "D" or below in a core academic subject (reading, math, language arts, science, or social studies) on their last report card OR have documented evidence of significant academic difficulty as noted by the school on their last report card.
3. Must have received a score below the 50th percentile on a nationally normed standardized assessment (e.g., NWEA MAP, SAT, etc.) or a state-approved assessment administered within the last calendar year.



For students in grades PreK-2, the need must be documented by the classroom teacher's observations and through formal/informal assessments. For grades 3-12, a formal assessment is required. Please note that additional data, such as curriculum-based assessments, work samples, or teacher-generated assessments, will also be considered.





**Department of
Exceptional Student
Education**

**Parentally Placed
Private School
Students**

ESE
Exceptional Student Education

<http://privateschoolsidea.dadeschools.net>



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

State Board of Education

Ben Gibson, *Chair*
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Grazie Pozo Christie
Kelly Garcia
MaryLynn Magar

Manny Diaz, Jr.
Commissioner of Education

DPS: 2024-125
Date: July 19, 2024

<https://info.fldoe.org/documentcenter/dsweb/Get/Document-10302/dps-2024-125.pdf>

Technical Assistance Paper
Parentally-Placed Private School Students with Disabilities

IDEA Private Schools Obligations Contact Information

- Yvonne Leon
- District Director
- Office of Exceptional Student Education
- yvonneleon@dadeschools.net
- Shannon Gottardi
- District Director Budget & Data
- Office of Exceptional Student Education
- sgottardi@dadeschools.net
- AnSeing Partridge
- Instructional Supervisor
- Private School Obligations/Evaluations & Compliance
- a_partridge@dadeschools.net

IDEA Private Schools Obligations Contact Information

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Curriculum Support Specialist

Private School Liaison

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Erica Fernandez

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Compliance & Private School
Staffings

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Christina Kinnaird

Private School Intake
Coordinator

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Tracy John

Co-Lead District Placement
Specialist, Compliance & Case
Manager

tjohn@dadeschools.net



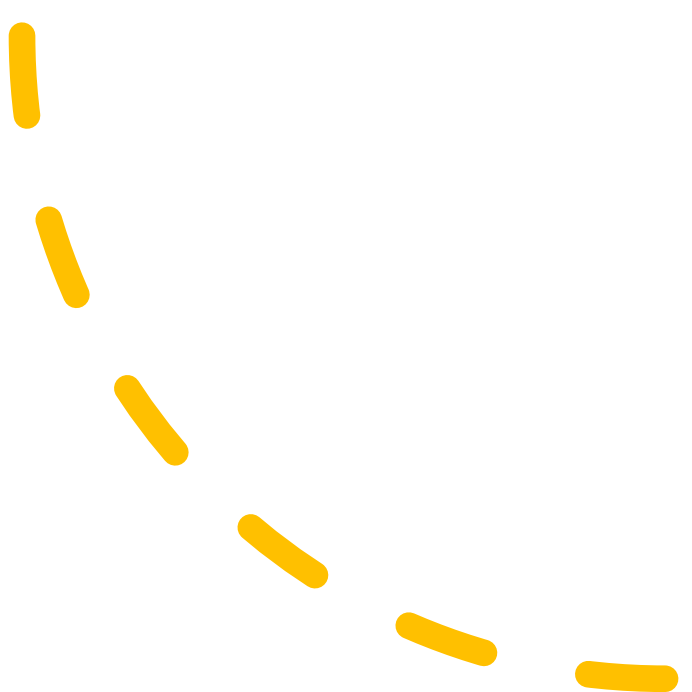
Private School Psychologists

- Jennifer A. Foss, Private School Lead Psychologist: jfoss@dadeschools.net
- Denisse Acosta: 327602@dadeschools.net
- Dr. Becky Houchen-Bemis: 074477@dadeschools.net
- Dr. Wanda Romero: 175910@dadeschools.net

Clerical Team

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Estela Rivero 264240@dadeschools.net



Academic Instructional Support Teachers

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Lourdes Falcon: lfalcon@dadeschools.net

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Juan Gil: 199365@dadeschools.net

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Tionne Martin: 220876@dadeschools.net

Nannette Maule: nkmaule@dadeschools.net

Jennifer Perez: jperez@dadeschools.net

Sophia Tenn: 205457@dadeschools.net

Michelle Vargas: Mnvargas@dadeschools.net

Sonya Williams: 207844@dadeschools.net

Madelyn LLerenas: Mllarenas@dadeschools.net

6521 SW 62nd Av.
Miami, FL 33143
Phone: 305-274-8889

THANKYOU!

Pre-K Exceptional Student Education



Dr. Josée Gregoire, Executive Director
305-271-5701

<http://prekese.dadeschools.net>

Pre-K ESE



- To participate, the private school must ...
- be a non-profit school
- have a prekindergarten program
- AND have kindergarten or higher grade(s)



Pre-K ESE Supports and Services

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



Pre-K ESE

Consultation with the child's private school early childhood teacher is available:

- Strategies
- Accommodations
- Specialized instruction
- Materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)

**FREE
Consultation**



Pre-K ESE Professional Development

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



Models for Pre-K Exceptional Student Education



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

Pre-K ESE

Dr. Josée Gregoire, Executive Director

JGregoire@dadeschools.net

305-271-5701

Dr. Meaghan Chaplin, Instructional Supervisor

mkchaplin@dadeschools.net



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PREKINDERGARTEN PROGRAM
FOR CHILDREN WITH DISABILITIES
the right beginning...



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

WELCOME

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.

Section 1006.03, Florida Statutes (F.S.) Diagnostic and Learning Resource Centers





Florida Diagnostic & Learning
— **RESOURCES SYSTEM** —

VISION

The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.



Florida Diagnostic & Learning
— **RESOURCES SYSTEM** —

MISSION

The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities, integrating assistive and instructional technology, promoting family engagement, and ensuring access to early intervention services.

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

*Serving: KIPP Charter, Mater Academy, Miami-Dade,
and Monroe*



www.fdlrssouth.org

FDLRS-South

Main Office

FDLRS-South

JRE Lee Educational Center

6521 SW 62nd Avenue

South Miami, FL 33143

Phone: 305-274-3501

Satellite Center: North

Robert Renick Educational Center

2201 NW 207th Street

Miami Gardens, FL 33056

FDLRS-South

Satellite Center: Central

Thena C. Crowder Early Childhood Diagnostic and
Special Education Center

757 NW 66th Street

Miami, FL 33150

Satellite Center: South

Center for International Education

ESE Student Services Bldg. 005 - Room 003

900 NE 23 Ave.

Homestead, FL 33033

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

Serving: KIPP Charter, Mater Academy, Miami-Dade, and Monroe

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 18 centers that directly serve school districts in the areas of Child Find, Parent & Family 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
- Early Childhood Developmental Screenings, Coordination, and Resources
- Interagency Collaboration

Parent & Family 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 supporting parents with providing resolution to the Parent Help Desk inquiries and guidance to support the education of their child.

Human Resources Development (HRD)

- Collaboratively plan and provide information, professional learning, and technical assistance /consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities.
- HRD services include needs assessments and personnel development with multi-level professional learning activities at the awareness, comprehensive, integration, application, and follow-up levels.

BEESS Portal to Professional Learning Alternatives (PLA) Independent Courses - www.fl-pla.org

- Behavior
- Graduation/Secondary Transition
- Language
- MTSS
- Prekindergarten
- Reading/Math
- Student Services
- Teaching Students with Disabilities

BEES Portal to PLA

Online Learning - Independent Study

Section 1012.585, F.S. (Senate Bill 1108)

20 In-service Credits Every 5 years

(ESE course for new re-certification requirements)

- Effective Teaching Practices for Students with Disabilities
- Teaching Students with Disabilities
- Teaching Students with Disabilities in Physical Education
- Positive Behavior Interventions and Support and the Classroom

www.fl-pla.org



PLA Facilitated Courses

60 Inservice Credits

- Assessment and Evaluation
- Components of Secondary Transition
 - Differentiating Reading Instruction
- Foundations of Exceptional Education
 - Instructional Practices
- PBS: Understanding Student Behavior



PLA Facilitated Courses

40 Inservice Credits

- Exploring Structured Literacy

30 Inservice Credits

- Differentiating Mathematics Instruction
 - Differentiating Science Instruction



PLA Facilitated Courses

20 Inservice Credits

- Engaging Learners through Informative Assessment
 - Introduction to Assistive Technology
 - Introduction to Differentiating Instruction
 - Technology for Varied Learners
- Technology to Support Reading Comprehension



PLA Facilitated Courses

5 Inservice Credits

- Matrix of Services
- Surrogate Parent

BEES Portal to PLA Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted. Each course provides 60 inservice points.

- Nature and Needs of Students Who Are Gifted
- Theory and Development of Creativity
- Guidance and Counseling for the Gifted
- Special Populations of Gifted Students
- Curriculum Development for the Gifted

BEES Portal to PLA 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. Each course provides 80 inservice points.

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

Technology

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

- Accessibility
- Accessible Educational Materials
- Accommodations
- Assistive Technology
- Instructional Technology
- Virtual Instruction
- Visual Supports

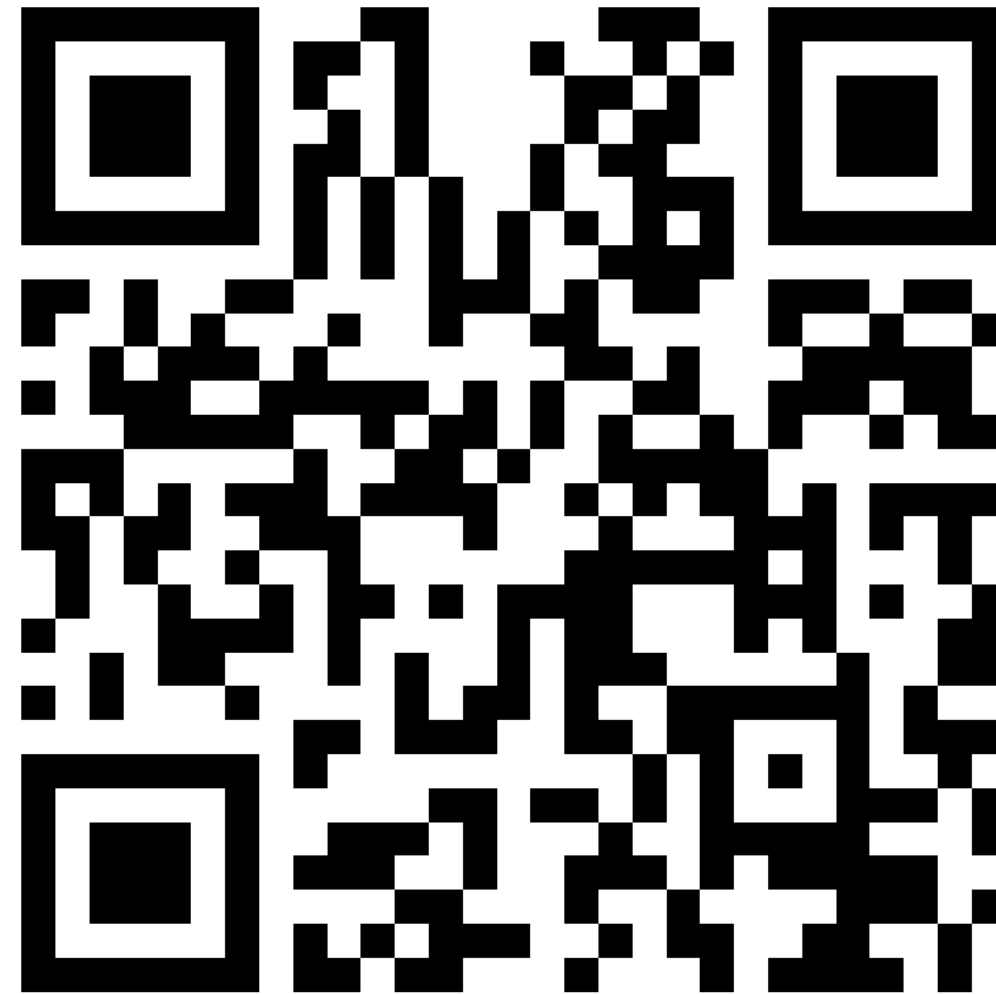
FDLRS-South



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



<https://forms.office.com/r/avR4bRyF9P>

EVALUATION & FEEDBACK



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

FDLRS.org

FDLRS- South
6521 S.W. 62 Ave.
Miami, FL 33143
(305) 274-3501

ACCESSIBILITY

FDLRS is committed to providing resources that are accessible to everyone.

If you have difficulty accessing an FDLRS resource, please contact us. We are happy to provide it in a format that will meet your needs.



Overview of SEDNET

The Multiagency Network for
Students with Emotional/Behavioral
Disabilities (SEDNET)
Region 11 Project Manager
dcastro001@dadeschools.net

SEDNET Mission

- 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. SEDNET has a concentrated focus on Resiliency.
- <https://sednetfl.info/>
- [1006.04 Educational multiagency services for students with severe emotional disturbance](#)
- <https://www.flsenate.gov/laws/statutes/2022/1003.42>

SEDNET

- SEDNET is a regional network of the major child-serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:
 - Education
 - Mental Health
 - Substance Abuse
 - Juvenile Justice
 - Child Welfare
 - Families and Youth

Florida Department of Education

SEDNET Regions



To view contact
information for your
local SEDNET
manager, please visit:

[SEDNET Regions
\(sednetfl.info\)](http://sednetfl.info)

Case Management

Case Management services are provided to families, and students with at-risk behaviors and/or with emotional/behavioral disabilities. The Case Manager assists 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 (up to age 17).

- ❖ Larkin Community Hospital
- ❖ Nicklaus Children's Hospital
- ❖ Citrus Health Network
- ❖ Jackson Memorial Hospital



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

SEDNET Case Management Referrals

- ❖ When a student is admitted to a baker act receiving facility, schools should obtain a parental consent for release of information listing the corresponding baker act facility and send it to the SEDNET Case Manager (Mutual Exchange of Information FM 2128) .
- ❖ The Case Manager will request and obtain the medical records ensuring that all reports are sent to the appropriate school personnel. **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.
- ❖ Schools should follow up by conducting an SST/RT meeting following student discharge.



MIAMI-DADE COUNTY PUBLIC SCHOOLS

Clear Form



CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

Date _____

Student's Name _____

Date of Birth _____ ID# _____

I hereby authorize the mutual exchange of records pertaining to my child or myself, _____ STUDENT'S NAME, between the MIAMI-DADE COUNTY PUBLIC SCHOOLS and the following agencies (include all schools, physicians, psychologists, hospitals, clinics, etc., that have had significant contact with your child):

Name

Address

LIST THE CRISIS STABILIZATION UNIT

ADDRESS OF FACILITY

FACILITY NAME(S) HERE

INCLUDE SEDNET AS WELL

- The specific records to be disclosed pertain to: Admission/discharge records related to baker act admission (Crisis Stabilization Unit), psychiatric evaluations, and/or treatment plan related to admission.
- The purpose for making these records available is: to evaluate the student's educational placement and need for support and related services.
- The receiving party will not disclose the information to any other party without signed consent.

I certify that I am the parent or legal guardian of the child named above or that I am a student of majority age and have the authority to sign this release.

PARENT/GUARDIAN NAME

Name (print)

PARENT/GUARDIAN SIGNATURE

Signature

STUDENT ADDRESS

Address

City, State

Zip Code

Please return this form to:

IMPORTANT!! - ENTER CONTACT INFORMATION (NAME AND TITLE) OF INDIVIDUAL REQUESTING RECORDS ALONG WITH THE SCHOOL NAME, ADDRESS, PHONE NUMBER AND FAX NUMBER

Mutual Exchange of Information

- Allows parties to exchange information.
- Must be filled out in its entirety.
- Information is handled in a confidential manner.
- Used to provide a continuum of services and supports based on students' needs.



Email Address

SEDNET@dadeschools.net

Region 11 Contact Information

Alina Rodriguez, District Director
Department of Exceptional Student Education
Miami-Dade County Public Schools
(305) 598-2436
Fax (305) 598-4639
rodriguez003@dadeschools.net

Daryl Castro Project Manager
SEDNET
(305) 598-2436
Fax (305) 598-4639
dcastro001@dadeschools.net

SEDNET Project Contacts

Charlene Grecsek, EdD, LMHC

Executive Director/ Principal Investigator

cgrecsek@usf.edu

TBD

BEESS Liaison

19 Regional SEDNET Projects

Local project contact information

www.sednetfl.info

Website Resources for Families

- Mental Health Services and Supports
 - [Student Support Services \(fldoe.org\)](http://fldoe.org)
- Research, Education and Professional Learning
 - [Florida Diagnostic and Learning Resources System \(FDLRS\)](#)
 - [Florida Positive Behavior Interventions and Supports \(FLPBIS\)](#)
 - [Florida Problem Solving and Response to Intervention \(PS/RtI\)](#)

Resiliency Florida

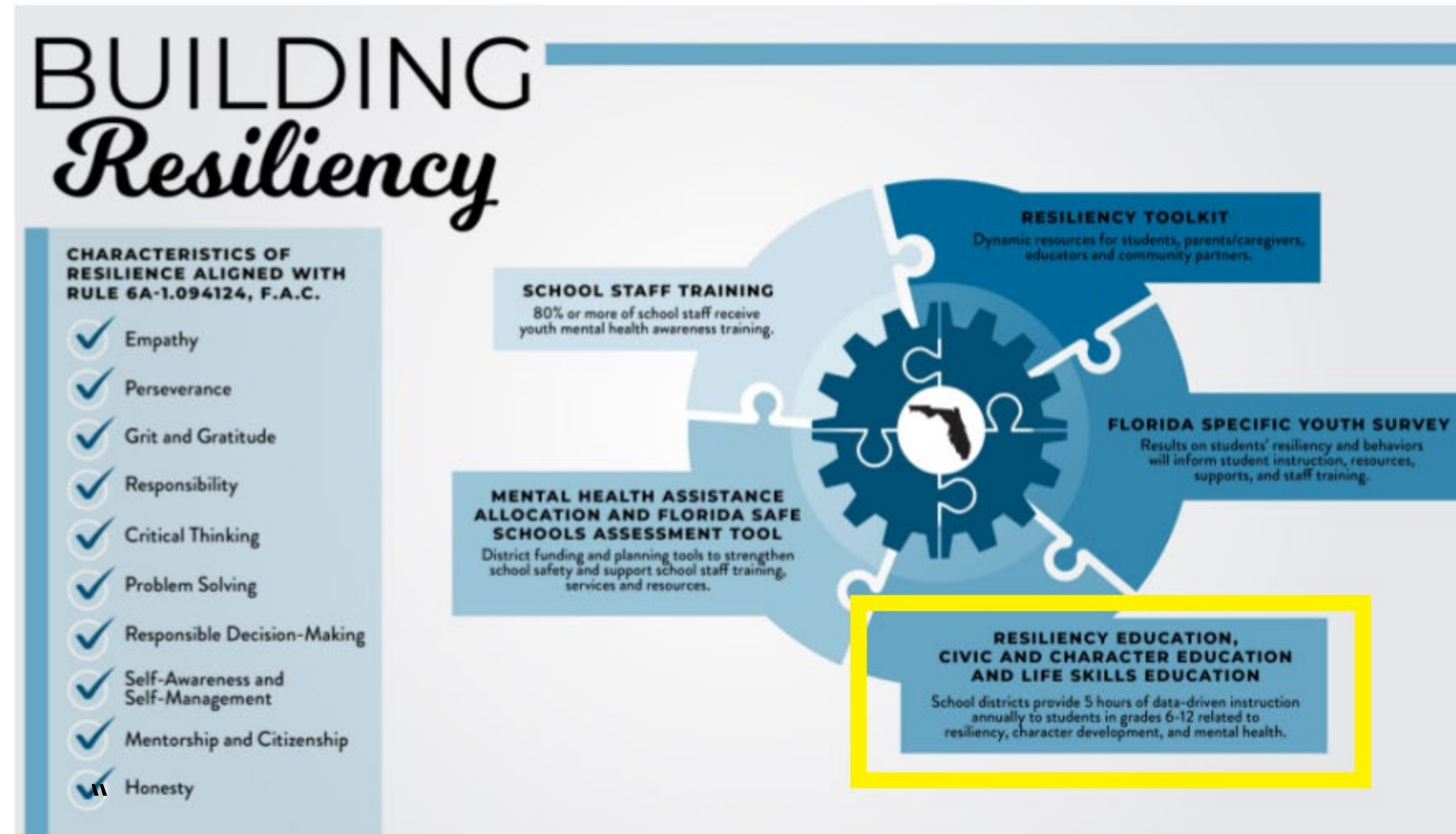
- Resiliency Florida Website:
 - <https://www.buildresiliency.org/>
- Parent Resources by Grade Level:
<https://www.buildresiliency.org/parent-resources>
- Teacher Resources: <https://www.buildresiliency.org/teacher-resources>
- Additional Resources:
<https://www.buildresiliency.org/additionalresources>

Section 1003.42(2)(n)4., Florida Statutes (F.S.)

4. “Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management
- b. Responsible decision-making
- c. Resiliency
- d. Relationship skills and conflict resolution
- e. Understanding and respecting other viewpoints and backgrounds
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.”

Resiliency Characteristics



“Empower students to overcome challenges while recognizing and celebrating the success in doing so.”

[Resiliency & Mental Health Resources \(fldoe.org\)](https://fldoe.org/resiliency-mental-health-resources)

[Building Resiliency \(fldoe.org\)](https://fldoe.org/building-resiliency)

Thank You!!

For all you do to support successful
outcomes for children and youth with
and at-risk of emotional/behavioral
disabilities and their families!

The Purpose of 21ST Century Community Learning Centers

1

- Provide or expand opportunities for academic enrichment, including tutorial services to help students, particularly those who attend low-performing schools, meet the challenging State academic standards.

2

- Offer a broad array of enrichment programs that are designed to reinforce and complement the regular academic programs; and

3

- Offer families of participants a means for active and meaningful engagement in the education of their children, including opportunities for literacy and related educational development.

Type of Award & Eligible Applicants

1. Type of Award

- Discretionary Competitive.

2. Eligible Applicant(s)

- LEAs
- Community-based organizations
- Tribal Organizations
- Other Private or Public entities (including faith-based or for-profit private entities)
- A consortium of two or more such agencies, organizations, or entities

Target Population(s)

- The eligible target population are students in grades prekindergarten through 12 and the adult family members of those students.
- Priority is placed on students in high-poverty (as defined under ESEA Section 1114) and low-performing schools (as defined under ESEA Section 1003) or schools identified by their local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes.

21ST CCLC Program Services

to be offered during non-school hours

- Youth development activities
- Service learning
- Nutrition & health education
- Drug & violence prevention programs
- Counseling programs
- Arts, music, physical fitness & wellness programs
- Technology education programs
- Financial Literacy programs
- Environmental literacy programs
- STEM/STEAM programs
- Career & technical programs
- Internship or apprenticeship programs
- Exposure to in-demand job sectors or occupation for high school students

Current Programs

Earlington Heights Elementary

4750 NW 22nd Avenue, Miami, FL 33142 -
<https://earlingtonheightselem.dadeschools.net/>

Melrose Elementary

3050 NW 35th Street, Miami, FL 33142
<https://melroseelementary.net/>

Henry M. Flagler Elementary

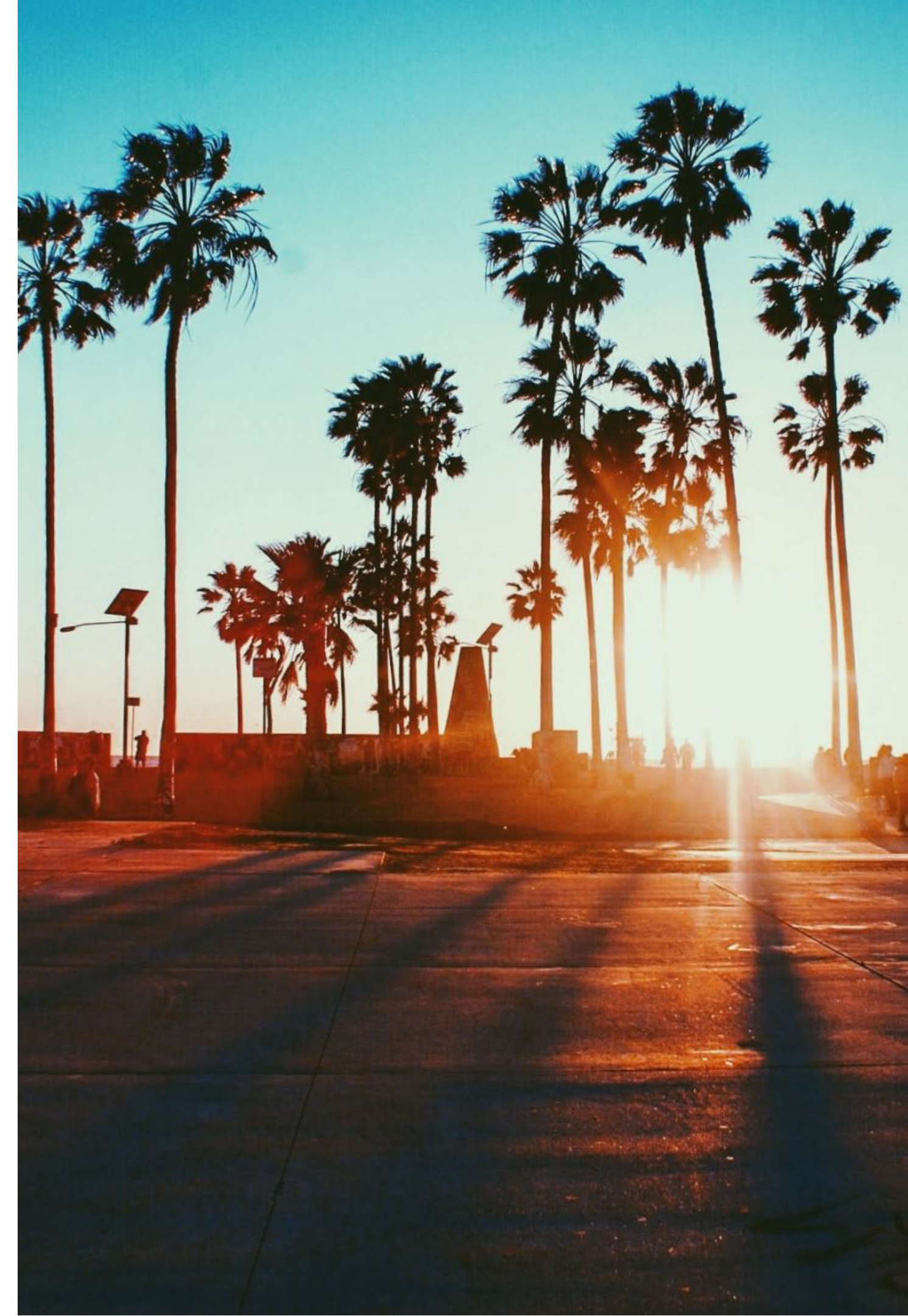
5222 NW 1st St, Miami, FL 33126
<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=1881>

Goulds Elementary

23555 SW 112th Avenue, Homestead, FL 33032
<https://gouldselementary.net/>

Cutler Bay Middle

19400 Gulfstream Road, Cutler Bay, FL 33157
<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=6111>



Current Programs (cont'd)

Somerset Academy South Homestead SHS

305 NE 2nd Rd, Homestead, FL 33030 - <https://www.somersetacademysh.com/>

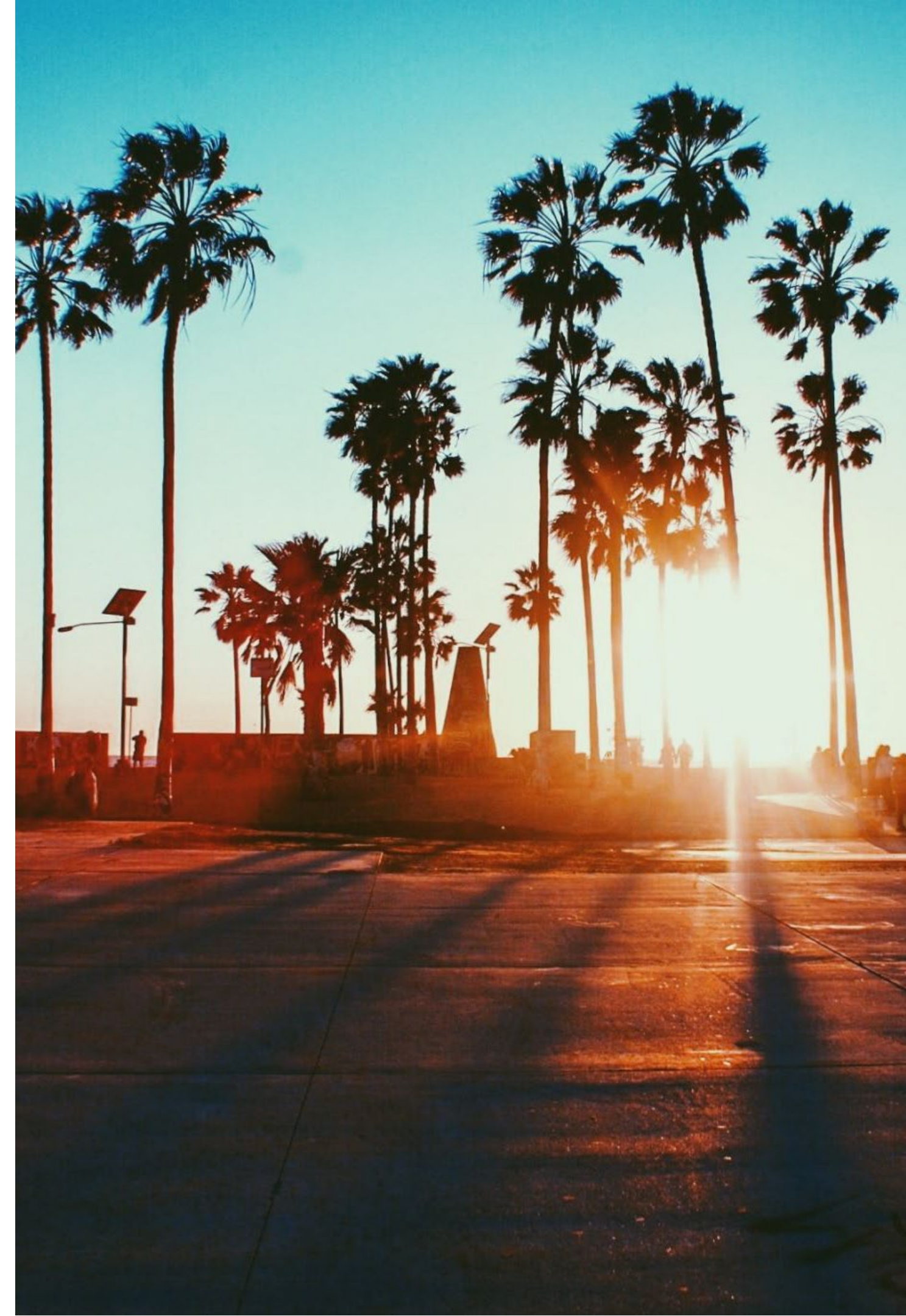
Miami Community Charter School

101 S. Redland Rd, Florida City, FL 33034 - <https://mccsedu.org/>

Kendall Greens & Green Spring Charter High School

8610 SW 107th Ave, Miami, FL 33173 - <https://kendallgreenshs.com/>

3555 NW 7th St, Miami, FL 33125 - <https://greenspringshs.com/>



GENERAL INFORMATION ON
THE 21ST CCLC PROGRAM
CAN BE FOUND HERE:

[HTTP://FLDOE.ORG/SCHOOLS/FAMILY-
COMMUNITY/ACTIVITIES-PROGRAMS/21ST-CENTURY-
COMMUNITY-LEARNING-CENTER/PROGRAM-
SUMMARIES.STML.](http://fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.shtml)

The next opportunity to apply for
funding is subject to the
availability of funds provided from
the United States Department of
Education.

M-DCPS CONTACT INFORMATION



Faye Rodney

District Supervisor

Miami-Dade County Public Schools



1450 NE 2nd Ave., Suite 760, Miami, FL 33132



305-995-4289



FRodney@dadeschools.net



www.DadeGetsGrants.net



@Dade_Gets_Grants



@DadeGetsGrants

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