

Virginia Department of Education

Individuals with Disabilities Education Act (IDEA)

Proportionate Set-Aside Guidance Document

Overview

Each local education agency (LEA) must spend a proportionate amount of its Sections 611 and 619 allocations on providing special education and related services (including direct services) to parentally-placed private school children with disabilities. Section 300.133 of the Individuals with Disabilities Education Act (IDEA) specifies a formula that an LEA is required to use to determine the proportionate amount the LEA is to make available or spend to meet the requirements of § 300.132(a).

§ 300.132 (a)

“... To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, provision is made for the participation of those children in the program assisted or carried out under Part B of the Act by providing them with special education and related services, including direct services determined in accordance with § 300.137....”

The Division of Special Education and Student Services (SSES) has developed a Web-based application to collect school divisions' proportionate share calculations for the Fiscal Year 2013-2014 grant period. This application will be made available through the Single Sign-On for Web System (SSWS) for school divisions to use when submitting their proportionate share calculation beginning the current fiscal year.

Background

This information is taken directly from the IDEA regulations, Appendix B to Part 300 – Proportionate Share Calculation. Each LEA must expend, during the grant period, on the provision of special education and related services for the parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA an amount that is equal to:

1. A proportionate share of the LEA's sub grant under section 611(f) of the Act for children with disabilities aged 3 through 21. This is an amount that is the same proportion of the LEA's total sub grant under section 611(f) of the Act as the number of parentally-placed private school children with disabilities aged 3 through 21 enrolled in private elementary schools and secondary schools located in the LEA is to the total number of children with disabilities enrolled in public and private elementary schools and secondary schools located in the LEA aged 3 through 21; and
2. A proportionate share of the LEA's sub grant under section 619(g) of the Act for children with disabilities aged 3 through 5. This is an amount that is the same proportion of the LEA's total sub grant under section 619(g) of the Act as the total number of parentally-placed private school children with disabilities aged 3 through 5 enrolled in private elementary schools located in the LEA is to the total number of children with disabilities enrolled in public and private elementary schools located in the LEA aged 3 through 5.

3. As described in paragraph (2) of this section, children aged 3 through 5 are considered to be parentally-placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school.
4. If an LEA has not expended for equitable services all of the funds described in paragraphs 1 and 2 by the end of the fiscal year for which it was appropriated, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during the carry-over period of one additional year.
5. In calculating the proportionate amount of the IDEA Part B funds that must be expended, the LEA, after a timely and meaningful consultation with a representative, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending a private school located in the district. To determine the number of parentally-placed students with disabilities attending private schools, the LEA must conduct an annual count and ensure that the count is done on any date between October 1 and December 1, inclusive, of each year. The count must be used to determine the proportionate share the LEA must spend in providing education to students with disabilities parentally-placed in private schools in the next subsequent fiscal year.
6. State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed students with disabilities under this part.
7. The proportionate share of IDEA funds must be determined before designating funds for any Coordinated Early Intervening Services (CEIS), as specified in section § 300.226 of the IDEA regulations.
8. Dollar amounts must be calculated for both sections 611 and 619 funds. The combined amounts for ages 3 through 5 and ages 3 through 21 represent the total amount that must be set-aside. The total required amount can be spent out of section 611 funds.

The following outlines how the proportionate share is calculated.

Number of eligible children with disabilities in public schools in the LEA	300
Number of parentally-placed eligible children with disabilities in private elementary schools and secondary schools located in the LEA	20
Total number of eligible children in the LEA	320
Federal Flow-Through Funds to the LEA	
Total Part B allocation to the LEA	\$152,500
Calculating Proportionate Share:	
Total Part B allocation to the LEA	\$152,500
Divided by total number of eligible children in the LEA	320
Average allocation per eligible child	\$476.5625
Multiplied by the number of parentally-placed children with disabilities	20
Amount to be expended for parentally-placed children with disabilities	\$9,531.25

Steps in Using the Proportionate Set-Aside (Speced-PSA) Application

- To access the login page, click on the SSWS login located at the lower right side of the Virginia Department of Education's (VDOE) home page or hold the control button and click the link provided here: <https://p1pe.doe.virginia.gov/ssws/login.page.do> (i.e., shown in Figure 1).

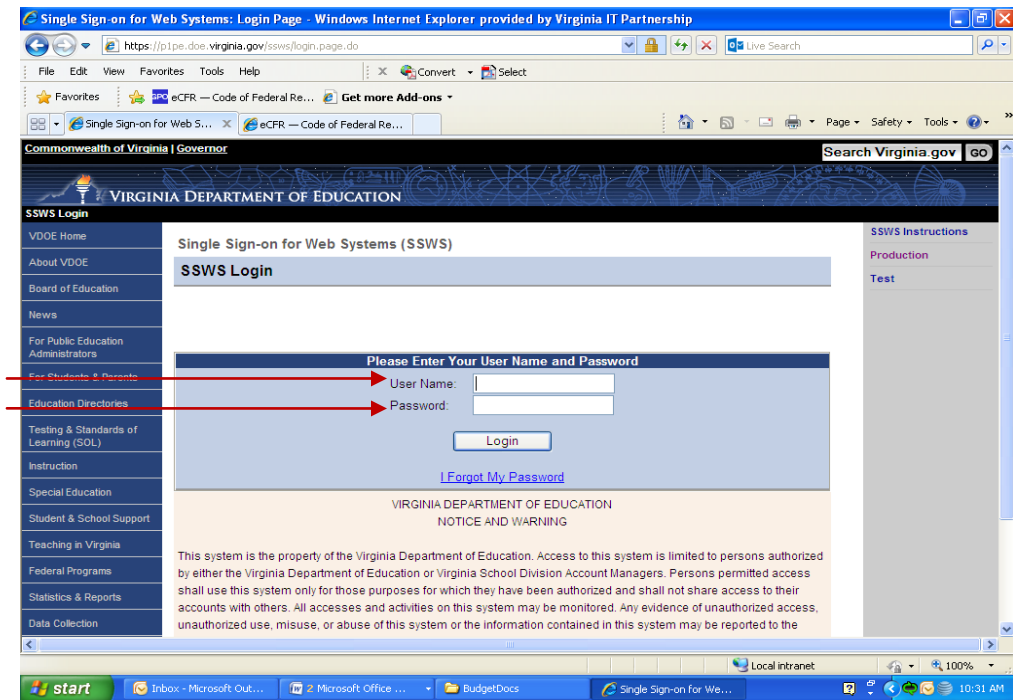


Figure -1-

- Log into SSWS using your assigned SSWS log-in ID and password. If the application is not available in your menu, contact your local SSWS administrator to grant you access rights. After successfully logging in, you will be directed to the Application Window, as shown in Figure 2. Select "Special Education Proportionate Set-Aside (Speced-PSA)" application.

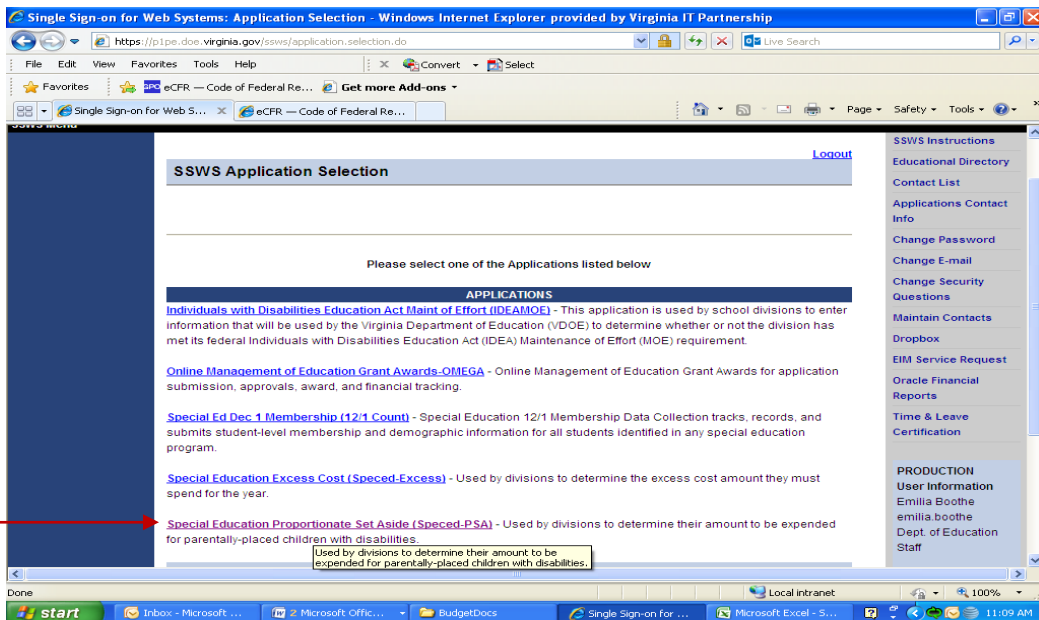


Figure -2-

- Figure 3 shows the window after the Speced-PSA application is clicked. The collection window must be open for the current fiscal year in order for the information to be saved and processed. If the collection window is closed, this can be used as a calculator only. There are 2 menus on the upper right side of the page that you can select when you are ready to enter the information.

Worksheet –This is the page on which you will enter the information to determine your division’s proportionate share. All fields marked by an asterisk (*) are required. Details are described in subsequent pages.

Reports - The Verification Report will open when this menu option is selected. Your division’s Verification Report is generated upon completion and submission of the worksheet. Details of this menu are described in subsequent pages.

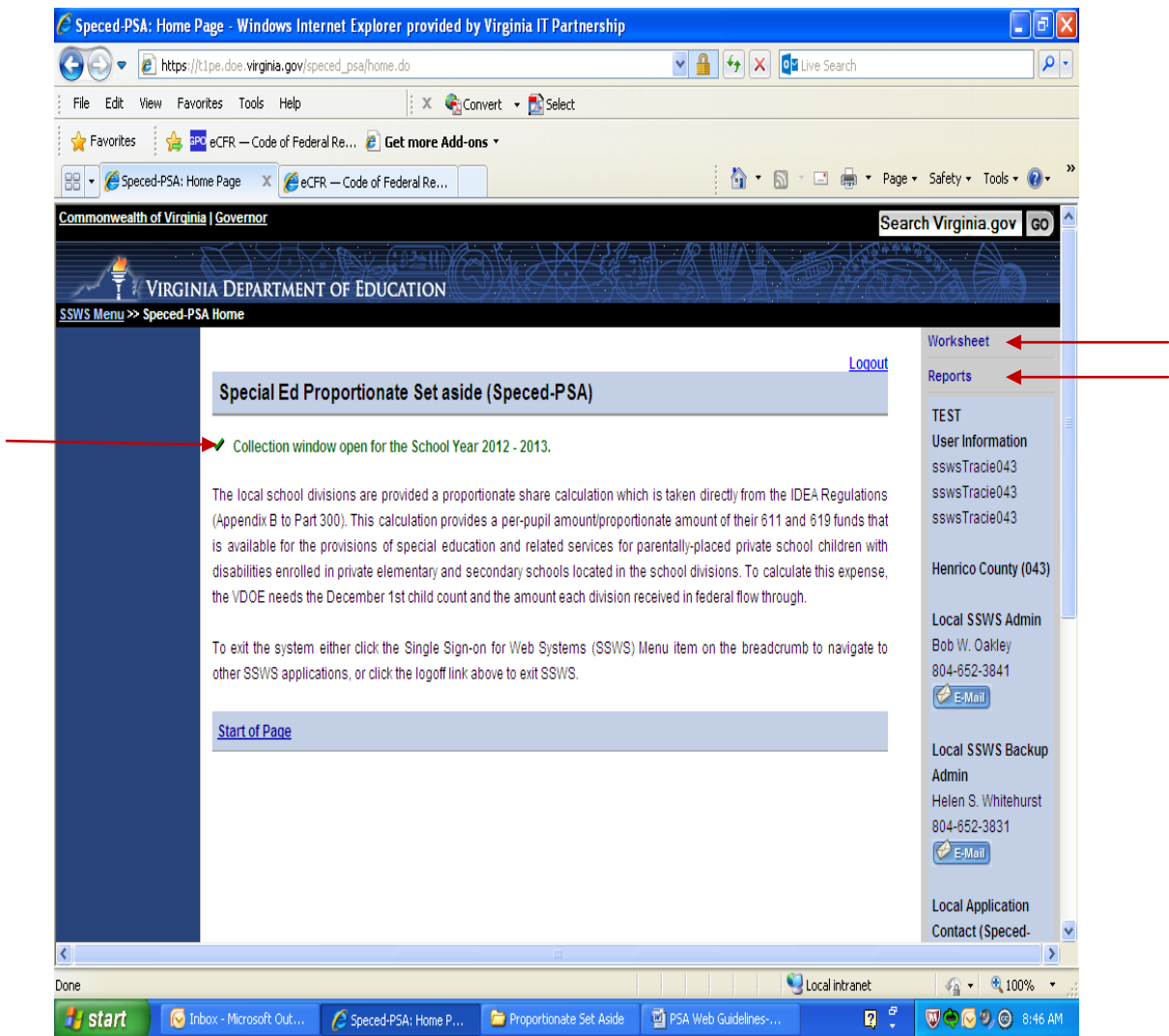


Figure -3-

- Select the “**Worksheet**” option from the menu on the right side of the screen. Figure 4 shows the page where all information is entered to calculate the school division’s proportionate share. The worksheet is composed of lines 1 to 7 and numbers should be entered in all fields indicated by an asterisk (*).

Note: The worksheet will be available to use as a calculator in the event the collection window is closed.

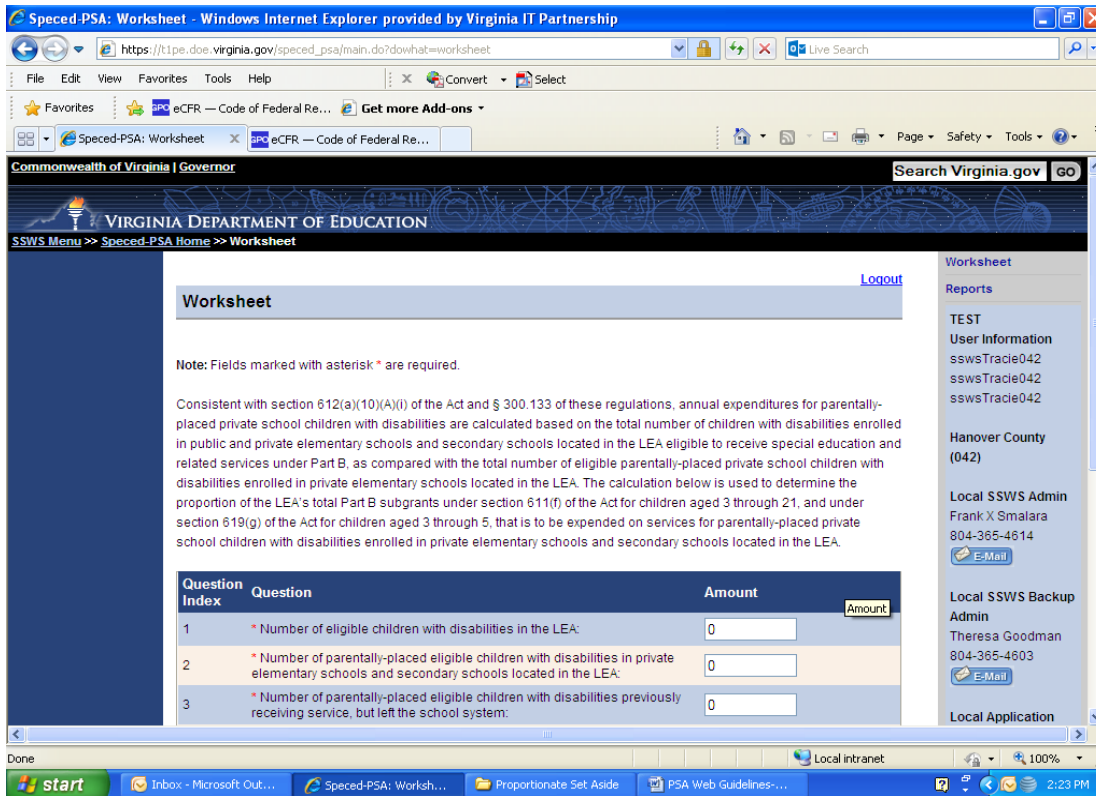


Figure -4-

The following example is taken from Appendix B – Part 300:

There are 300 eligible children with disabilities enrolled in the LEA and 20 eligible parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA for a total of 320 eligible public and private school children with disabilities (note: proportionate share for parentally-placed private school children is based on total children eligible, not children served). The number of eligible parentally-placed private school children with disabilities (20) divided by the total number of eligible public and private school children with disabilities (320) indicates that 6.25 percent of the LEA’s sub-grant must be spent for the group of eligible parentally-placed children with disabilities enrolled in private elementary schools and secondary schools located in the LEA. The LEA receives \$152,500 in Federal flow through funds. Therefore, the LEA must spend \$9,531.25 on special education or related services to the group of parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA.

An illustration of the above example is shown in Figure 5 and the details of questions 1 to 7 are described accordingly.

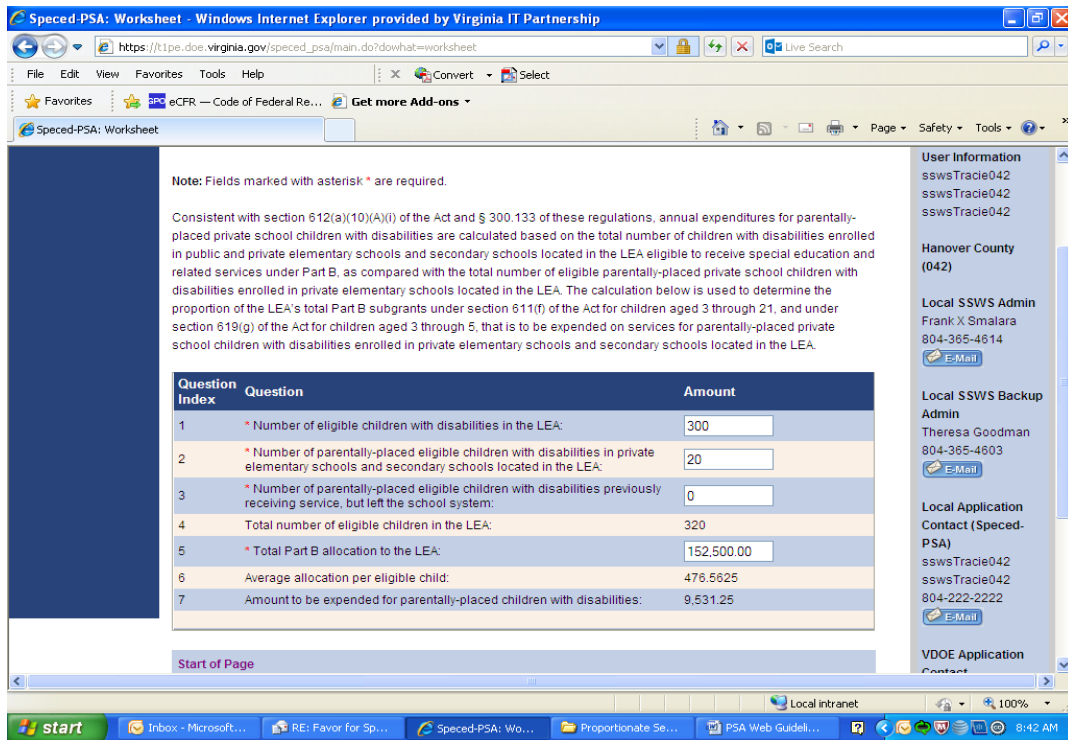


Figure -5-

- **Line 1** – The number of eligible students will be automatically populated from the system using December 1 child count submission when the collection window is open. In the example above, line 1 indicates **300 students**. This number includes private school and home-schooled children **eligible and served** as well as private school and home-schooled children **eligible but not served** in the division. Eligible students are students who have been evaluated and determined eligible for special education and related services by the division. Served students are students who are receiving special education and related services within the division. **Note:** The number of eligible students can be entered by the division **only** when the collection window is closed and the division is using the worksheet as a calculator.
- **Line 2** – The number of parentally-placed eligible students will be populated from the system using the December 1 child count. In the example above, line 2 indicates **20 students**. This represents the number of children with disabilities parentally-placed in private school or home schooled in the LEA after conducting a thorough and complete child find process and ensuring that the count was performed on any date between **October 1 and December 1** of the preceding year. **Note:** The number of parentally-placed eligible students can be entered by the division **only** when the collection window is closed and the division is using the worksheet as a calculator.
- **Line 3** - Enter the number of parentally-placed eligible children with disabilities previously receiving service, but left the division. In this case, line 3 indicates a “0” since in the example above, the LEA does not have any students with disabilities that have left the division.
- **Line 4** – This is an auto calculated line and the number represents the total number of students in public and private schools and home schooled with disabilities. Based on the illustration, line 4 shows a total of **320 students** (sum of line 1 and line 2 minus line 3).

- **Line 5** - Enter the total Part B allocation of the division. In the illustration above, line 5 indicates **\$152,500** as the total Part B funds received. This amount constitutes the sum of Sections 611 and 619 funds.
 - **Line 6** - Average allocation per eligible child. This amount is auto calculated and represents the proportionate share of the division’s per eligible child. In the illustration on page 6, line 6 shows **\$476.5625** (line 5 divided by line 4).
 - **Line 7** - Amount to be expended for parentally-placed children with disabilities. This amount is auto calculated and represents the total amount of federal funds that must be set-aside for parentally-placed children with disabilities. In the illustration above, line 7 shows a total amount of **\$9,531.25** (line 6 multiplied by line 2).
- Note: Any unspent funds must be obligated for special education and related services (including direct services) during the carry-over period of one additional year.**

When all information is entered and verified, and no errors have been detected, click “**Submit to DOE**” button and the report will be saved and submitted. Once submitted, the collection window will automatically close and lock. The worksheet will display as a read only file and no edits can be made unless the division contacts VDOE to reopen the collection window. If you are **not** ready to submit, click “**Save**” and your file will be saved and edits can be made at anytime.

- Select “**Reports**” button from the menu option on the right side of the screen as illustrated in Figure 6. The illustration shows the Report page where the division can generate the Verification Report once all information is entered and submitted to VDOE.
- Click “**Proportionate Set-Aside Verification Report**” option to launch the report parameter window.

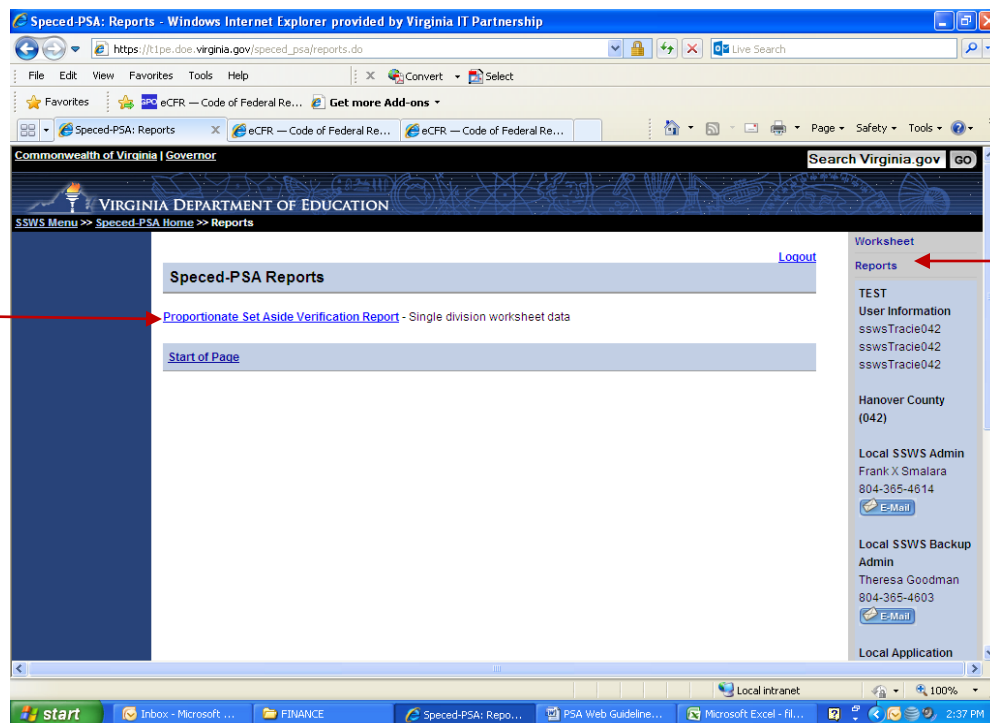


Figure -6-

- Figure 7 illustrates the Proportionate Set-Aside Verification Report window. Select the year in the drop down menu “**School Year**” and click “**View Report.**” A pop-up command will open and will ask if you want to open or save the file.

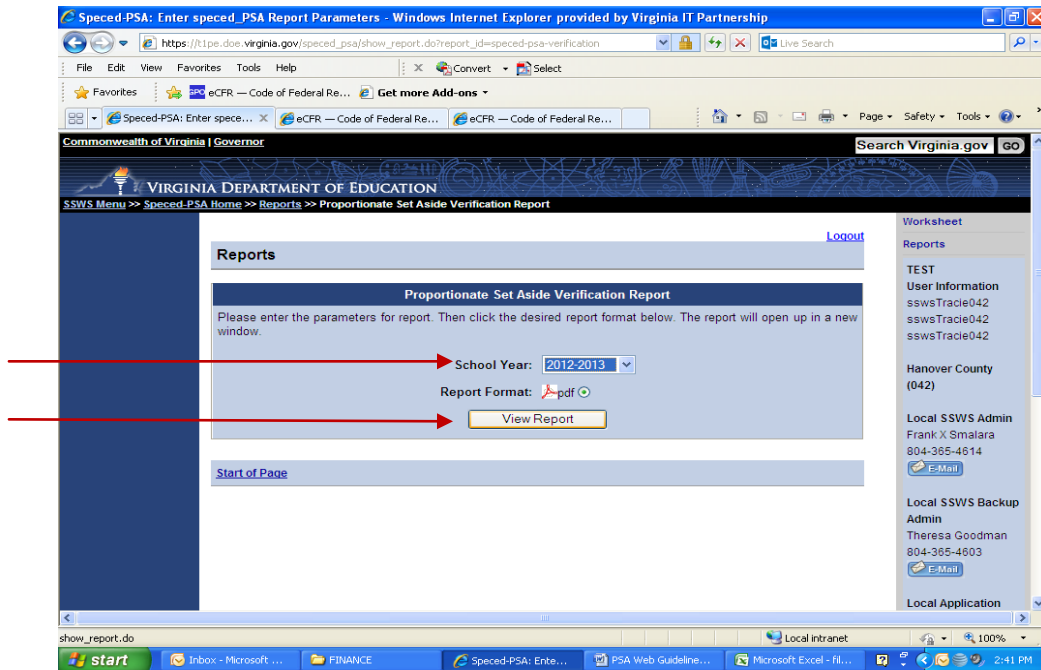


Figure -7-

- Click “**Open**” and a PDF copy of the Proportionate Set-Aside verification report will download in another window, as illustrated in Figure 8. Print the report, have it signed by the Superintendent and fax it to 804-371-8796 or e-mail a copy to Tracie.Coleman@doe.virginia.gov or Emilia.Boothe@doe.virginia.gov. The original copy will be retained by the division for audit purposes.

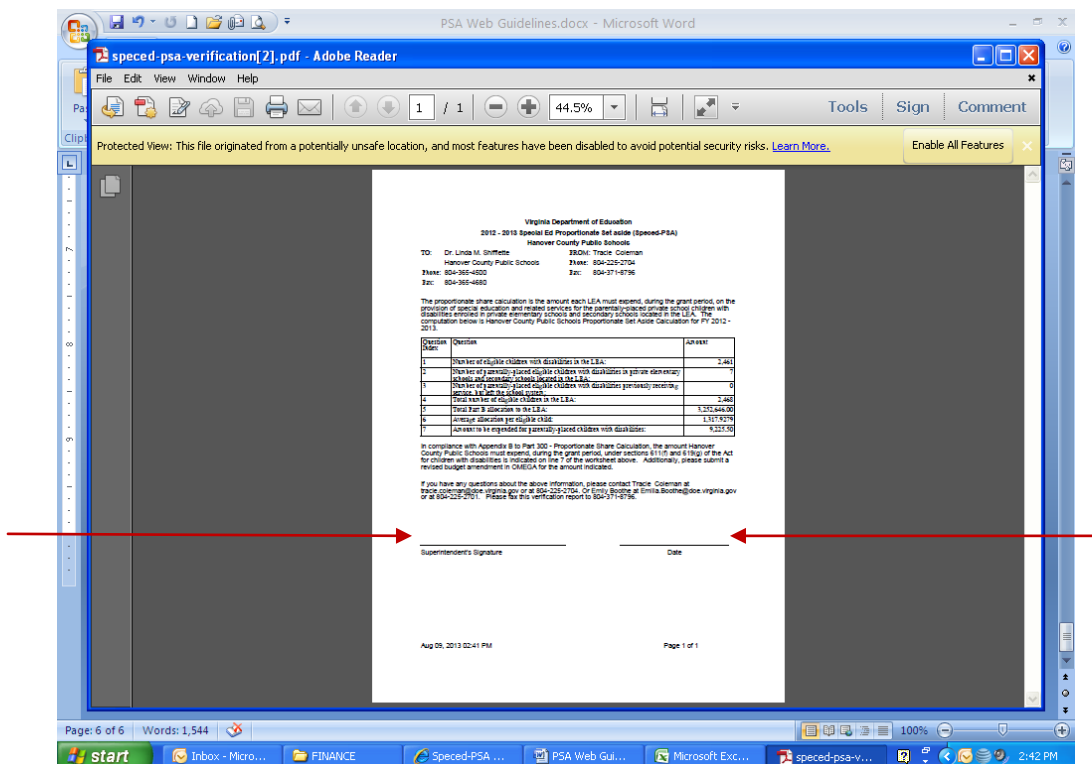


Figure -8-