

**Exploration of Federal, State, School District,
And Divine Savior Academy Special Education Practices,
And Informing Parents About Special Education Resources Available
Through The Local Education Agency.**

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Field Project

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Abstract

The field study contains information about Divine Savior Academy's current special education program, the state and federal laws which support students with disabilities in private schools, and the information Divine Savior Academy parents receive about resources available to them and their children through the local education agency. After researching state and federal laws, funding and resources are available to Divine Savior Academy (DSA) for parentally-placed private school students with disabilities. Computer programs and reading resources have been given to Divine Savior from the local school district for students who enroll with a current Individualized Education Plan (IEP). After conducting different interviews, Divine Savior utilizes available resources from the local education agency to help their students, and a system is in place for helping parentally-placed private school students with disabilities. However, improvements do need to be made in expanding the special education department within DSA, providing convenient resources within Divine Savior's own community, and determining the future special education needs of Divine Savior's growing student body.

Table of Contents

Abstract.....	3
Chapter I: Introduction.....	5
Identify the issue.....	5
Importance for the project.....	8
Project purpose or goal.....	9
Chapter II: Literature Review.....	11
Chapter III: Implementation.....	15
Introduction.....	15
Procedures.....	15
Chapter IV: Reflective Essay.....	19
Introductions.....	19
Conclusions.....	19
Recommendations.....	22
References.....	24
Appendix A: Interview Questions with DSA Staff.....	26
Appendix B: Interview Questions with the Local Catholic School Representative.....	27
Appendix C: Emails with the Local Education Agency Representative.....	28

Chapter I: Introduction

Identify the Issue

Divine Savior Academy (DSA) is a K-12 school in Doral, Florida. Special education programs and resources at DSA are the focus of this field study. The field study will provide information about what procedures are currently in place at Divine Savior to help students with disabilities, state and federal laws that support students with disabilities in private schools, and informing parents from DSA about resources available to them and their children through the local education agency.

In a typical public school education setting, many special education professionals comprise the special education department: directors, secretaries, supervisors, consultants, special education teachers, classroom paraprofessionals, occupational therapy workers, hearing impaired audiologists, speech and language pathologists, visual impairment specialists, transition coordinators, reading specialists, social workers, and psychologists, among others. At Divine Savior Academy, minimal special education resources are currently available to help the students. One teacher is in charge of the resource room where elementary students are primarily serviced through daily reading help. The school counselor is another important school resource. The counselor gives special attention to students that need extra emotional guidance and academic support. This academic support includes notifying and assisting teachers with students that come into Divine Savior Academy with Individual Education Plans (IEPs) and arranging tutoring opportunities to help students improve necessary classroom skills. These two support staff members service the needs of a growing student body that is currently around 500 students.

The middle school and high school portion of Divine Savior Academy's student body has approximately 200 children who are instructed by fifteen different teachers. None of these students receive SPED (special education) support in the resource room. Instead of receiving extra academic assistance, these middle school and high school students are either receiving English as a second language help or staying in the mainstream classroom to gain knowledge in the various core courses. Because the resource room is used by the elementary grade students that need remedial reading help, there is a challenge with the availability of the resource room's facilities for middle school and high school students.

State and federal laws do exist to help students with special needs that are placed in private schools by their parents (U. S. Department of Education, 2006). The United States Department of Education has placed responsibility for these students on the local education agency (LEA) to conduct a *Child Find* process within these schools and to set up the consultation process (Florida Department of Education, 2008). The *Child Find* process includes students, parents, private school representatives, and LEA representatives who are important in investigating which students need services, what services can be given, and to what extent these services should be rendered (Friedman & Keinas, 2006). These services can consist of anything from computers, computer software, instructional workshops, tutoring, or parent workshops (Gallo, Leary & Chang, 2010). The *Child Find* process often starts with parents making a request to the LEA for testing of their child (Gallo, Leary, & Chang, 2010). The Florida Diagnostic and Learning Resources System – South (FDLRS-South) works with the Miami-Dade school district to help find students with special needs. The main focus of the FDLRS-South is to

find children among the ages of 0-5 who need special educational services, but they also find students who are currently not being serviced from 0-21 years of age. The FDLRS-South often begins *Child Find* by publicizing informational meetings on school district websites, holding parent seminars, passing out informational fliers, or providing preschool screening clinics (Mendez-Cartaya, 2011).

The state of Florida provides resources to help students with special needs who have been parentally placed in private schools. *John M. MacKay Scholarships for Students with Disabilities Program* is one way in which the state of Florida aids these students. If a student has had an Individualized Education Program (IEP) established for them within the LEA, then they are eligible to apply to receive state money towards education at a private school if their parents choose to place them there (Florida Department of Education, 2005). The use of MacKay scholarships is a type of school choice; however, it is only available for students who were first enrolled in a public school and had a current IEP (Florida School Choice, 2011). Once these students transfer to a private school, they are guaranteed assistance under their current IEP, as well as receive opportunities to update and review the IEP. The LEA where the private school is located is required to set up state assessments for MacKay students (The Florida State Senate, 2010).

Another way that Florida provides services to help students with special needs who are parentally placed in private schools is through a *Child Find* process and follow-up services. Students with disabilities who are parentally placed in private schools may not receive the exact same services as those in the public school. If *Child Find* finds a student to have a disability in the private school, the LEA is directed to create a service

plan for that child rather than an Individualized Education Plan (U. S. Department of Education, 2003).

Keeping parents of students with disabilities notified of any resources available to them and their children is one of the most important aspects of being an educator at a private/parochial school. The students at Divine Savior Academy come from a variety of different schools, and school districts, which also include children from many different countries. These countries do not offer the same opportunities we have in the United States. After discussing with the school counselor the lack of opportunities in other countries, she indicated the parents do not understand there are free resources available to them through the public school system, even if they send their children to a private school. In addition, parents often do not know where to begin to seek help for their children with disabilities. Parents must advocate for their children (Services in school, 2011), and their school can assist them in this process. Students with disabilities will benefit if Divine Savior Academy provides parents, especially those who are becoming acclimated to a new country, with information regarding available educational resources. This will allow the child to have better opportunities and achieve success in the United States and at DSA.

Importance of the Project

Divine Savior Academy is an eight-year-old school in the Wisconsin Evangelical Lutheran Synod (WELS). In the last three years, DSA has grown by approximately 100 students, and will graduate it's first senior class in May of 2013. Many new students enter Divine Savior Academy's doors at any given time. One reason for these new students is because Divine Savior accepts a high percentage of students who are not

members of one of our synod's churches. According to the admissions director, about 80 percent of new students join Divine Savior Academy because their parents have moved from a Latin American country and are looking for good private school education for their children. Since Divine Savior has great student body diversity, there is a need to provide for all of the students' educational needs. These needs consist of reading, mathematics, and language help as well as physical education resources available for students with physical disabilities. Now is the time for Divine Savior Academy to further develop the special education program in order to provide exceptional resources to meet all of the students' educational needs.

Project Purpose or Goal

Attention needs to be given to three different areas in Divine Savior's education: the current practices and policies at Divine Savior Academy, the lack of communication with parents about their rights, and the resources DSA should be receiving from the Miami-Dade school district. Information was collected to document what Divine Savior Academy is currently doing to help students with disabilities, what state and federal laws say concerning students with disabilities in private schools, and what Divine Savior Academy can do to inform parents about resources available to them and their children through the LEA.

First, exploration needs to be done in a few areas. Questioning needs to be done concerning how Divine Savior Academy is currently serving students with special needs and how that process can be improved (See Appendix A). Investigation of federal and state laws allowing parentally-placed private school students the use of the public school special education resources needs to occur. Second, setting up two meetings with

different school personnel is necessary. One meeting would be with people from the local Catholic school to learn what they have done about setting up a special education program within their school. Through this meeting, one can learn how to utilize public school resources and in what ways their school has been able to direct parents to those needed resources. Another meeting would be with the local education agency to learn how they conduct the *Child Find* process in Miami-Dade County, and the type of information that can be disseminated to parents of parentally placed private school students with disabilities. Finally, in the future, the hope is that DSA will be able to set up three processes: referrals for assessments, implementing the services plan process, and updating current student Individualized Education Plans.

Chapter II: Literature Review

The *Individuals with Disabilities Education Act (IDEA)*, which was established in 1990, protects the quality of education given to students with disabilities (U. S. Department of Education, 2008). The United States Department of Education (1990) states in IDEA 1990 that:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children, who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (p. 1.).

Within IDEA, information is found regarding resources and rights available to parentally-placed private school children with disabilities (National Dissemination Center for Children with Disabilities, 2010). The local educational agency (LEA) is responsible for providing services to these parentally-placed private school students with disabilities. The LEA where the school is located is the responsible party for providing services even though, in prior laws, it said that the LEA where the child lived was the responsible one (U.S. Department of Education, 2006). In order to locate these students in the private school that may need help with their disabilities, the LEA is required to conduct a *Child Find* process (U.S. Department of Education, 2006). This process may start with parents making a request for their child to have testing done, or the private school in which the

student is enrolled may request this testing (Gallo, Leary, & Chang, 2010). Another way that *Child Find* may begin is from the school district publicizing informational meetings on school district websites, holding parent seminars, passing out informational fliers, or providing preschool screening clinics (Mendez-Cartaya, 2011). In Miami-Dade County, the school district also sets up different meetings with private school personnel to ensure communication among its members. During these meetings, items are discussed such as *Child Find*, meaningful consultation, and available services (I. R. Mendez-Cartaya, personal communication, November 15, 2011).

After the *Child Find* process has occurred and children are found who are in need of special services, the public school representatives decide on what kind of action to take. Funds are given from the government to provide services for parentally-placed private school children with disabilities (A. Goldman, personal communication, December 2, 2011). Within a school district, these funds are divided up among all of the *Child Find* children from the different private schools. Because the school district funds to private schools are divided up, this could mean that each student is allotted only a small amount of money for the LEA to use to provide services for each student (Rizzo, as cited by Friedman & Kienas, 2006).

Not only does the *Individuals with Disabilities Education Act* provide opportunities for people with disabilities, but so does *The Americans with Disabilities Act (ADA)*. In July of 1990, ADA was signed to protect the civil rights of people with disabilities (U. S. Department of Justice, 2011). ADA is important because it has established many valuable rules and regulations to meet the needs of people with special disabilities. Because of ADA, people are protected and aided in areas of employment, transportation,

government programs, and public accommodations (DBTAC Southwest ADA Center, n.d.).

The Americans with Disabilities Act (ADA) applies to public schools. ADA states “the range of choice provided to students with disabilities must be comparable to that offered to other students,” (Leuchovius, 2011, para.8). Schools must provide equal opportunities for all people (children and adults) with disabilities in any public programs or services they provide. These opportunities could include preschool, after care, adult community education programs, graduation services, and athletic events (National Association of the Deaf, n.d.).

Federal laws are the first laws that states will study in order to establish their own state laws. When the *No Child Left Behind (NCLB)* laws were enacted in 2001, the emphasis was for states to make sure their schools were meeting certain standards (U. S. Department of Education, 2002). In Florida, scholarships are awarded to help students reach their potential and for schools to be able to meet standards within the NCLB Act. *John M. MacKay Scholarships for Students with Disabilities* are offered in Florida for students to be able to choose to attend non-public schools outside of their school district. Through the MacKay program, parents are able to request scholarship money to send their student with a disability to either another public school or to a private school of their choice (Florida Department of Education, 2005).

Federal and state laws are in place to provide DSA with opportunities to reach out to parentally-placed private school students with disabilities and their parents. Divine Savior Academy has the privilege of assisting parents in providing for the child’s

educational needs. Now is the time to utilize public school resources in order to achieve excellence in education for all students during their academic journey.

Chapter III: Implementation

Introduction

The focus of the study has three goals. First, the researcher intends to identify what Divine Savior Academy is already doing to help students with disabilities. Second, the researcher will gather information on what state and federal laws say concerning students with disabilities in private schools. Third, the researcher will determine what Divine Savior Academy can do to inform parents about resources available to them and their children through the local education agency.

Procedures

Questioning was conducted concerning how Divine Savior Academy (DSA) serves its students with special needs and how that process can be improved (See Appendix A). Three individuals were interviewed who are directly involved with students with disabilities. The first interview was conducted with the principal of Divine Savior Academy. He explained that DSA has several avenues of communication in place to help students with disabilities and to inform the parents of the services that DSA can provide. Communication occurs among the admissions director, the remedial teacher, the guidance counselor, and the principal. This communication is done to review the student's changing needs. Some of the student's needs include how much time is available during the school day to help the student, the kinds of services (programs and educational tools) available to request from the LEA, and suggested teaching strategies given to the classroom teachers. After all invested faculty members have discussed the student's education plan, communication in the form of phone calls, emails, and face-to-face meetings occur between the guidance counselor and the student's parents. In

addition, all new students go through an interview and testing process before they are accepted as a student at Divine Savior. The interview and testing is used to determine any remedial help needed and to decipher a class schedule for the student, especially if the student is in middle school or high school.

The next interview was conducted with the remedial reading teacher. This teacher is the contact person with the LEA. She reports the number of students with Individual Education Plans (IEPs) who attend our school and then allocates district resources accordingly. She is responsible for obtaining extra educational help to students who are underachieving and suspected of having a learning disability. Currently, if a student is underachieving in the school, the classroom teacher tries to incorporate different interventions within the classroom. If those interventions do not produce acceptable results, then the student may spend some time during the school day in the resource room where progress is monitored by the remedial reading teacher. If signs continue to show that there is a suspected learning disability, a recommendation is made to the parents that a psycho-educational evaluation be done for the child. This testing can be done through a private testing company or through the Miami-Dade County Public Schools.

The final interview was conducted with Divine Savior Academy's guidance counselor. She is part time, working two days per week. At the beginning of the school year, she informs teachers which students have an IEP or other special circumstances. She compiles lists of strategies on how to help those students in the regular education classroom and reports those to the teachers. During the course of the school year, the guidance counselor meets with underachieving students to determine the factors (school

or non-school related) influencing the student's academic skills. Letters are sent home indicating the student's educational status. Meetings are set up between the guidance counselor, principal, the student, and the parents. A school education plan is established that may entail tutoring, use of the school's learning center, or outside testing or services. If a child is suspected of having a learning disability, teachers report the situation to the guidance counselor and performance evaluation forms are given to the teachers to fill out on the student. The guidance counselor makes recommendations for testing and other evaluations as needed.

Investigation of federal and state laws allowing parentally-placed private school students the use of the public school special education resources was conducted through two interviews. One interview was with the director of special education at the local Catholic high school (See Appendix B). The intention of this interview was to learn what the school had to do in order to set up a special education program within their school. The local Catholic school was first established in 1975. One of the previous principals had seen a need to provide Catholic education to students that struggled in school so he began the school's special education program. Currently, the local Catholic school only receives resources from the local education agency if the student with special needs had previously attended a public school and was evaluated there. However, since most of the local Catholic school's students have always attended private schools, most of the students do not qualify for additional resources through the LEA.

Another interview was supposed to be conducted with a representative from the LEA. The intention of this interview was to learn how the *Child Find* process is conducted in Miami-Dade County, and the type of information that has been

disseminated to parents of parentally-placed private school students with disabilities.

However, after several interview attempts, the representative said that she did not have time to answer any questions (See Appendix C).

Chapter IV: Reflective Essay

Introduction

My field study had three goals. First, I identified what Divine Savior Academy is currently doing to help students with disabilities. Second, I gathered information on what state and federal laws say concerning students with disabilities in private schools. Third, I found what Divine Savior Academy is doing to inform parents about resources available to their children through the local education agency.

Conclusions

When I conducted the three interviews with different members at Divine Savior Academy (DSA), I found that DSA does have a system in place to educate parentally-placed private school students with disabilities. Divine Savior personnel are interviewing and testing new, incoming students to see if we have the correct resources for the students' needs. Divine Savior's counselor has a system in place for communicating with the teachers and administration, as well as with the parents of students with disabilities. Divine Savior's remedial reading teacher is in contact with the LEA to gain resources and equipment for the students with current IEPs.

The Divine Savior Academy acceptance policy allows the school to accommodate a limited number of students with disabilities. In the interview with the principal, he noted that DSA is not always able to help students who have disabilities. All new students go through an interview and testing process to determine if the school has the capability of serving the student's needs. Some students are turned away because the school is not able to provide one-on-one instruction time during the school day, which many IEPs require.

From the interviews within Divine Savior Academy, another topic was explored dealing with the future of the special education program at DSA. When the principal was asked about improving the special education program at DSA, he mentioned that it would be helpful to have more consistent follow-up with parents if a disability is suspected. However, even though there has been discussion of getting a special education teacher on staff, he feels that the special education program cannot grow until more building space is available.

One way that the remedial reading teacher suggested to improve the process of identifying and helping students with disabilities was hiring a full-time psychologist or counselor who can be intimately involved with each student from the very beginning. This counselor would be able to observe the students and the teachers in the natural classroom environment, recommend suggestions to help the teachers and students increase learning, give evidence to the parents that a problem exists, and acquire resources from the LEA as necessary. However, she mentioned that all of this information depends on the philosophy of the school itself. If the school wants to be able to serve the needs of any students who come through its doors, then a special education teacher should be hired. If the school decides that a special education division is not the direction to take, then the administration needs to be more selective with the students who are admitted into the school.

A final interview was conducted with the guidance counselor. She noted that students who require daily special education services in the areas of math or language are students whom DSA cannot accept into the school because of the limited capabilities within our current special education department. Because DSA has high academic

expectations, the guidance counselor remarked that DSA may not be the best institution for every student since it lacks a special education program. She does not see this policy changing at any time in the future. She feels that there is no need to improve the special education program at Divine Savior.

At Divine Savior Academy, a special education program does exist. Personnel are conducting interviews and testing incoming students to see if we have the correct resources for the students' needs. Divine Savior's counselor has a system in place for communicating with the teachers and administration, and with the parents of students with disabilities. Divine Savior's remedial reading teacher is in contact with the LEA to gain resources and equipment for students with current IEPs.

Improvements need to be made in order to further the special education program at Divine Savior Academy. These improvements depend on the administrations' vision for the future. One improvement should be that all teachers are made aware of the school protocol used to identify and help students with a disability and are required to apply it in the classroom. A full-time guidance counselor and a full-time special education teacher should be hired to aid the teachers and students.

Two interviews were conducted to investigate federal and state laws allowing parentally-placed private school students the use of the public school special education resources. The interview with the local Catholic high school representative showed that they are not much further along in their special education program than Divine Savior Academy. Since the local Catholic school was established in 1975, I expected to gain more insight into establishing a thriving special education program within a private school. According to the questions asked, the special education director at the local

Catholic school conveyed that only a few students with current IEPs are enrolled at the school. Therefore, the Catholic school receives very few resources from the LEA. In addition, the local Catholic school has no students who are pulled out during the school day to leave campus for individual help at the local public school.

I was very interested in conducting an interview with the LEA representatives to learn how they conduct the *Child Find* process in Miami-Dade County, and the type of information that can be disseminated to parents of parentally-placed private school students with disabilities. However, after one email at the end of the 2012 school year, and five emails at the beginning of the 2013 school year, I was not able to retrieve any information from the LEA representatives (see Appendix C). At first, the LEA representative at the IDEA Private School Obligations Division of Special Education department asked me to gain approval for my research through the Miami-Dade research department. Finally, she told me that even though my research was approved, she did not have time to answer my questions. I concluded that since it was difficult to get information from the LEA on a few interview questions, the Divine Savior Academy representatives could quite possibly have difficulties in receiving help and resources from them as well.

Recommendations

It is my hope that in the future, personnel at Divine Savior Academy will be able to set up three processes: referrals for assessments, implementing the service plan process, and updating current student Individualized Education Plans. Administrators at DSA have referred a limited number of students for assessments. Teachers and parents need to

be more educated on practices and procedures at Divine Savior to establish a thorough referral for the assessment process. During the summer, the administration can set up training sessions for teachers in order to communicate resources (school counselor, remedial reading teacher, school registrar) available to teachers and students during the school day, who the teachers should go to if a learning disability is suspected in one of the students (and what kind of forms and paperwork should be documented to aid in any educational decisions). At the informational meetings held at the beginning of the school year, DSA should inform the parents of the resources (learning center, school counselor, tutors, academic dean) that are available for their children during the year.

The addition of a full-time special education teacher would enhance the faculty and student body resources. The needs of the student body are increasing at Divine Savior Academy because the enrollment continues to grow. Divine Savior representatives need to investigate the service plan process that state laws have established as protocol for private schools to follow, instead of IEPs that are used through the public schools. A full-time special education teacher can investigate the service plan process. A full-time special education teacher can gather more information on how DSA representatives can update the IEPs of students who had previously attended a public school.

The DSA student body will continue to grow in enrollment. In order to become more versatile and accommodate the needs of all students who enter through Divine Savior's doors, expansion in the special education department must take place. The expansion of a special education department would ensure all students the same opportunities to receive an excellent education and enjoy academic success.

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Appendix A: Interview Questions to DSA staff

1. What do we currently do to help students that come in with IEP's?
2. What do we currently do to help students that are underachieving in our school?
3. What do we currently do when we suspect a student might have some kind of learning disability?
4. How can we improve this process?
5. How do we currently inform parents of available resources to help their children academically?
6. How can we do a better job of informing parents of these resources?
7. What kind of resources do we have for students with special education needs?
8. Do you feel we have a need for more special education help at our school? Why do you feel that way?
9. Has there been any conversation about hiring an actual special education teacher for DSA?
10. Where do we see the future of this program going?
11. What kind of resources or funds have we currently been given by the district to help with special needs students?
12. How many McKay students do we currently have? What resources do we get for them?
13. In what ways has the school district aided in finding children with special needs from among our student body? (This process is called Child Find.)

Extra Questions:

1. How long has DSA been in existence?
2. I need a name or two of people I can set up meetings with. Please let me know of any connections that I can use. If you can include names & email addresses, then that would be helpful. I need the following:
 - a. Principal at nearest catholic school (boys & girls if applicable)
 - b. Principals at local public high school, middle school, and elementary school
 - c. Person in charge of the district special education needs (I think Jamie had some names for me.)

Appendix B: Interview Questions with the Local Catholic School Representative

1. How did you started your special education program?
2. What type of resources you use from the school district?
3. Do you share those resources with any other schools?
4. Do your students get any outside help from a local public school (by leaving campus during the school day) and which public school do they go to for that?
5. How do you inform your parents of their rights to resources for their students with disabilities?

Appendix C: Emails with the Local Education Agency Representative

Email 1:

On May 8, 2012, at 10:32 AM, "Anne Schroeder" <Anne.Schroeder@dslca.org> wrote:

Good morning! I hope that this email finds you doing well. My name is Anne Schroeder. I am one of the teachers at Divine Savior Academy in Doral, FL. I work with Jamie Fischer who is our contact person that works with our students with reading problems. Jamie gave me your contact information. I am currently finishing up my graduate work. My final paper is entitled, "Exploration of Federal, State, School District, and Divine Savior Academy Special Education Practices, and Informing Parents About Special Education Resources Available Through the Local Education Agency." I am at the point in my research where I need to conduct a couple interviews. Your name is on the list of interviews that I need to conduct. Instead of meeting face-to-face to conduct this interview, I was wondering if you would just answer my questions below and email them back to me. Please let me know if you are able to help me out with this process. In the end my goal is to use this research to do a better job of helping our students at Divine Savior Academy.

Thank you for your consideration!

Anne Schroeder
Divine Savior Academy
Doral, FL 33178

Questionnaire:

1. What state laws exist that support parentally-placed private school students with disabilities?
2. What federal laws exist that support parentally-placed private school students with disabilities?
3. How do the federal laws determine the state laws concerning parentally-placed private school students with disabilities?
4. How much leeway do states have to interpret and apply the federal laws concerning education?
5. How do you inform parents and schools about available resources from the district for parentally-placed private school students with disabilities?
6. How can Divine Savior Academy receive more resources for students with disabilities placed into our care?
7. How can small private schools (like Divine Savior Academy) create more communication between parents concerning available resources from the district for their student with disabilities?
8. What advice can we give parents to help them get started with the process of testing their child for a learning disability?
9. What types of resources are available from the district for parentally-placed private school students with disabilities?

10. What is the name of the Local Education Agency (LEA) that is responsible for conducting the Child Find process?
11. How is the Child Find process conducted?
12. For what ages is Child Find conducted?
13. What does the consultation process entail?
14. If a student with an IEP comes to our school, then what are the obligations from the LEA to that student? How should the private school handle the IEP for that student now?
15. How is a services plan different than an IEP?
16. Where are parentally-placed private school student with disabilities supposed to receive help and resources from? The public school located near the student's home or the public school near the student's private school? I am a little confused on this topic because I have read several accounts saying that resources should be given to the student by the public school closest to the student's private school where they attend. Please view the following video clip and comment concerning this issue. <http://idea.ed.gov/explore/videoDownload/s/CWD>
17. How are funds allocated for Divine Savior to use for their students with disabilities?
18. In what ways is Divine Savior Academy currently receiving special education resources from the district for their students?
19. What resources are available for physically handicapped students that need extra Physical Education supplies to be able to participate equally with their classmates? Who is responsible for distributing those resources and equipment?

Email 2:

From: Anne Schroeder [mailto:Anne.Schroeder@dslca.org]

Sent: Friday, September 07, 2012 2:12 PM

To:

Subject: Graduate Studies final project

Good afternoon! My name is Anne Schroeder. I'm not sure if you remember me or not from last school year, but I emailed you about doing some research for the final part of my graduate degree. I am still in need of doing an informal interview with you or someone in your department about the resources available to students with disabilities that are parentally placed in private schools. Please advise me on whom to speak to concerning this matter. I must have this part of my research done this fall so I can begin writing my final paper.

Thank you very much for your help!

Blessings on your weekend! Anne Schroeder

Email 3:

From: Anne Schroeder [<mailto:Anne.Schroeder@dslca.org>]

Sent: Wednesday, September 12, 2012 9:22 AM

To:

Subject: RE: Graduate Studies final project

Thank you so much for getting back to me. I am wondering if I can email you my questions & you can respond as you have time. Please let me know if that is acceptable for you.

Anne Schroeder

Email 4:

From: Anne Schroeder [<mailto:Anne.Schroeder@dslca.org>]

Sent: Friday, September 28, 2012 12:38 PM

To:

Subject: research department

Good afternoon. I was wondering if you could provide me with the contact information for your research department.

Thank you for your help!

Enjoy your weekend!

Anne Schroeder

Divine Savior Academy

Email 5:

From: Anne Schroeder

Sent: Wednesday, October 03, 2012 5:46 PM

To:

Cc: Anne Schroeder

Subject: RE: research department

Thank you very much for getting my research approved. I definitely understand how busy life can be so I greatly appreciate the help that you give me.

If you could just answer a few questions at a time for me, then that would be very helpful. Here are the first few. Please make your comments within the text of the email.

1. Where are parentally-placed private school student with disabilities supposed to receive help and resources from? The public school located near the student's home or the public school near the student's private school? I am a little confused on this topic because I have read several accounts saying that resources should be given to the student by the public school closest to the student's private school where they attend. Please view the following video clip and comment concerning this issue. <http://idea.ed.gov/explore/videoDownload/s/CWD>
2. How are funds allocated for Divine Savior to use for their students with disabilities?
3. In what ways is Divine Savior Academy in Doral, FL currently receiving special education resources from the district for their students?
4. What resources are available for physically handicapped students that need extra Physical Education supplies to be able to participate equally with their classmates? Who is responsible for distributing those resources and equipment?

Thank you once again!

Blessings on the rest of your week!

ANNE

Email 6:

From: Anne Schroeder
Sent: Sunday, October 21, 2012 11:19 AM
To: Anne Schroeder
Subject: one question

My first draft of my grad project is due in 1.5 weeks. I was wondering if you could please take the time to answer just one question for me:

1. Where are parentally-placed private school student with disabilities supposed to receive help and resources from? The public school located near the student's home or the public school near the student's private school? I am a little confused on this topic because I have read several accounts saying that resources should be given to the student by the public school closest to the student's private school where they attend. Please view the following video clip and comment concerning this issue. <http://idea.ed.gov/explore/videoDownload/s/CWD>

Thank you once again for your time.

Anne Schroeder
Divine Savior Academy
Doral, FL