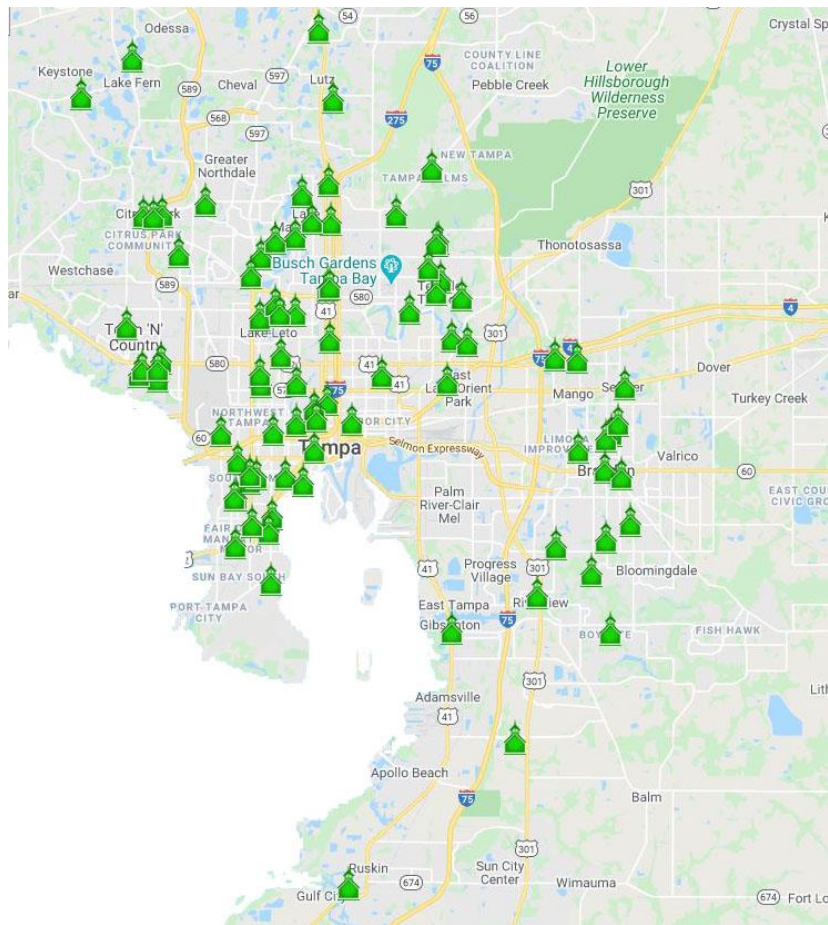




Department of Exceptional Student Education
The Provision of Services to
Parentally-Placed Private School Students with Disabilities



2023-2024

Table of Contents

| | |
|---|-----------|
| Overview of the IDEA Requirements | 3 |
| Background Information | 3 |
| Child Count and Proportionate Share of Funds | 4 |
| District's Decision for 2023-2024 Implementation Regarding the Provision of Services | 5 |
| Services Plans | 5 |
| Location of Services | 6 |
| Length of Services | 6 |
| Implementation of Services | 7 |
| Complaint Process | 8 |
| Comments and Responses | 8 |
| Consultation Discussion | 9 |
| Helpful Links | 14 |
| ESE Department Contact Information | 15 |
| Questions and Answers | 16 |
| 2023-2024 Timeline of Activities | 18 |
| PowerPoint Slides from October 25, 2022 Consultation Meeting | 19 |

Overview of the IDEA Requirements

The Individuals with Disabilities Education Act (IDEA), in sections 300.130 – 300.148, requires that school districts expend a proportionate share of their IDEA grant on the provision of services to parentally-placed private school students with disabilities. To meet this requirement, school districts must consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities regarding the provision of services to these children. The topics that are subject to consultation include:

1. The child find process.
2. The determination of the proportionate share of federal funds to be expended on parentally-placed private school students with disabilities.
3. The consultation process.
4. How, where and by whom services will be provided.
5. Procedures regarding disagreements.

School districts must also conduct an annual count of parentally-placed private school children with disabilities who are attending private schools located within the school district. Upon completion of the consultation process and the annual count, school districts must determine the proportionate share of funds to be expended on eligible private school students and make a final decision regarding the services to be provided for the following school year.

On March 31, 2023, Florida Department of Education provided a clarifying Q & A from the US DOE Office of SPED and rehab services dated February 2022 that addressed the calculation of the proportionate share for provision of services to parentally-placed private school students. The Q & A clarifies that the private schools that have students who are eligible for services under IDEA (Individuals with Disabilities Education Act) are elementary or secondary schools that are nonprofit day or residential schools that provide education as determined by state law (34 CFR § 300.13 and 300.36). Children placed by their parents in for-profit private schools are not included in the definition of parentally-placed private school children with disabilities. In calculating the proportionate share and providing equitable services, school districts are not obligated to include students enrolled in for-profit private schools.

Background Information

Beginning in September of the 2022-2023 school year, Hillsborough County Public Schools began a review of information regarding students with disabilities who have been enrolled in private schools by their parents. Shortly thereafter, the district made a request of private school administrators to provide a count of the number of students with disabilities who are enrolled in their schools. In an effort to obtain an accurate and complete count, the district also reviewed the list of students who attend private school via the Family Empowerment Scholarship-Unique Abilities (FES-UA) and surveyed

district personnel to secure names of parentally-placed private school students with disabilities who were currently receiving services from the district.

On October 4, 2022, the district sent a notice to private school representatives regarding the child count and consultation processes and regarding the consultation meeting scheduled for October 25, 2022. This notice also served as an additional request to verify the child count numbers that were previously obtained from private school administrators. Private school administrators were encouraged to seek the input of parents in preparation for the upcoming consultation meeting. Following the notice, an email reminder about the consultation meeting was sent to private school administrators.

On October 25, 2022, the consultation meeting was held. Private school representatives were notified of the consultation meeting. The private school representatives were asked to notify parents of parentally-placed private school students with disabilities of the upcoming consultation meeting. A total of 23 private school representatives and parents of parentally-placed private school students with disabilities attended the consultation meeting held on October 25, 2022. In an effort to secure input from all nonprofit private school representatives and parents within the county boundary, the PowerPoint presentation was posted on the district website for parentally-placed private school students following the consultation meeting to allow the private school administrators who were not in attendance at the consultation meeting to view the information that was presented.

Upon completion of the consultation process and verification of the annual count, school districts must determine the proportionate share of funds to be expended on eligible private school students and make a final decision regarding the services to be provided.

Child Count and Proportionate Share of Funds

In accordance with IDEA, the proportionate share of funds to be expended on parentally-placed private school students with disabilities must be calculated based upon the total number of children with disabilities enrolled in public and private schools within the district who are eligible to receive special education and related services under Part B of IDEA as compared to the total number of parentally-placed private school students with disabilities enrolled in private schools within the district.

The results of the child count process conducted during the 2022-2023 school year determined that the number of eligible private school students, ages three through twenty-one, with disabilities within the district totals 718. The number of eligible public school students with disabilities, age three through twenty-one, is 32,368. In calculating the proportionate share of Part B IDEA funds to be expended on parentally-placed private school students with disabilities, during the 2022-2023 school year, one of the two following formulas can be used. The use of either of the two formulas yields the same results.

Formula One:

number of parentally-placed private school students with disabilities ÷ total count of parentally-placed private school students with disabilities and Hillsborough County Public Schools students with disabilities X the district's Part B funds amount.

Formula Two:

the district's Part B funds amount ÷ total count of parentally-placed private school students with disabilities and Hillsborough County Public Schools students with disabilities X number of parentally-placed private school students with disabilities.

District's Decision for 2023-2024 Implementation Regarding the Provision of Services

Direct Services

Hillsborough County Public Schools will provide direct services in the form of speech and/or language therapy to qualified parentally-placed private school students with disabilities who are eligible as a student with a Speech Impairment and/or Language Impairment. Parentally Placed Private School Students are students with disabilities enrolled in a not-for-profit private school. This includes student in grades K-12 and PreK students whose not-for-profit private school includes grades K or above. These services, in the form of speech therapy and language therapy, will be provided on the private school campus or through virtual platforms through a contractual arrangement between the district and a third-party agency that has been approved by the School Board. Direct services in the form of speech therapy and language therapy will be delivered in accordance with each eligible student's service plan.

Service Plans

The district will work cooperatively with approved contracted agencies (when applicable), private school representatives and parents of parentally placed private school students with disabilities to identify students who are eligible to receive services under this IDEA requirement. Service plan meetings will be scheduled and held for each eligible student whose parents want their child to receive services. The district encourages the participation of parents in this process. A private school representative is a required member of the service plan team. Service plans describe the special education services that the district will provide to each student who will receive services.

Location of Services

District personnel, and personnel contracted by the district, will work with private school administrators to determine a location on the private school campus where speech and/or language therapy will be provided to eligible students.

Length of Services

Direct services will be provided to eligible parentally placed private school students with disabilities until such time that one of the following occurs:

1. The proportionate share of funds that have been allocated for parentally-placed private school students with disabilities have been exhausted for the school year.
2. The student withdraws from the private school.
3. The parent no longer wants the student to receive the services.
4. The student is no longer a student with disabilities as determined through the reevaluation process.

If, at the end of the fiscal year (June 30, 2024), all the funds allocated for parentally-placed private school students with disabilities have not been exhausted, the remaining funds will be carried over for one additional school year and will be obligated to services for private school students with disabilities.

Indirect Services

- Hillsborough County Public Schools will provide indirect services in the form of general, large group training sessions to private school personnel who work with parentally-placed private school students with disabilities. Possible topics include differentiated instruction, behavioral management techniques, instructional accommodations and modifications, instructional strategies, behavioral/academic interventions, Problem Solving Leadership Team (PSLT), Response to Intervention (RtI), and Child Study Team. Possible locations include private school sites, school district sites, community venues and virtual platforms. Information regarding training opportunities will be made available to private school administrators for dissemination to their personnel. Registration for the training will be based on a first come, first serve basis.

- Hillsborough County Public Schools will provide indirect services in the form of individualized and/or small group customized trainings from an ESE-certified teacher to private school personnel who work with identified (IDEA-eligible) disabled students at private schools. The customized trainings will be determined in consultation with the private school administrator with consideration to which trainings will be beneficial to specific private school personnel. These trainings will be scheduled on an as-needed basis per requests from private school administrators. The ESE-certified teacher will offer indirect services in the form of individualized trainings to teachers and other personnel

who work with parentally-placed private school students with disabilities, to include topics of interest and need, such as trainings regarding specific methodology, and modeling of instructional techniques, strategies, and interventions for enhancing effective teaching practices.

- Hillsborough County Public Schools will provide indirect services in the form of supplementary, consumable reading, language arts and mathematics materials to be used with disabled students who are having difficulties in the areas of reading and mathematics. Orders will be received by the district and filled upon verification from the administrator that the materials are to be used by students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The students may be identified as eligible for any of the disability categories defined by State Board of Education Rules, provided that the students are having learning difficulties in the areas of reading, language arts and/or mathematics.
- Hillsborough County Public Schools will provide indirect services in the form of diagnostic assessments to be used with disabled students who are having academic difficulties. Requests will be received by the district and assessment kits will be checked out to the private school upon verification from the administrator that the diagnostic assessments are to be used with students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The students may be identified as eligible for any of the disability categories defined by State Board of Education Rules, provided that the students are experiencing academic difficulties.
- A Summer Institute will be provided to teachers, guidance counselors, and administrators and/or other staff from eligible private schools who work with parentally-placed private school students with disabilities. A verification sheet from the school administrator will be requested to document that the private school personnel attending the Summer Institute work with parentally placed private school students with disabilities.
- Indirect services (training) will be provided until all funds allocated for parentally placed private school students with disabilities are expended.

Implementation of Services

The timeline of activities will be adhered to, as the district begins to implement the delivery of services for the 2023-2024 school year. Additional information will be provided on an ongoing basis to private school representatives and parents of private school students with disabilities regarding the number of eligible students to be served, services plan meetings and the provision of services. Parents and private school representatives are encouraged to contact district personnel whenever any questions arise or if they would like any additional information. Please refer to the section of this booklet titled “ESE Department Contact Information” for contact names and phone numbers.

Complaint Process

Private school administrators have the right to submit a complaint to the Florida Department of Education that the district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school representatives.

If a private school administrator wishes to submit a complaint, the administrator must provide information to the Florida Department of Education (FLDOE) including the basis of the alleged noncompliance by the district to the applicable provisions in the IDEA.

Additional information regarding the state complaint process and/or a copy of the federal regulations regarding children with disabilities enrolled by their parents in private schools (Section 300.130 – 300.148) can be obtained from the district's Office of ESE Compliance, 813-273-7060.

Comments and Responses

On October 25, 2022, the district facilitated a consultation meeting between the district, private school representatives and representatives of parents of parentally- placed private school students with disabilities. This meeting was held virtually. An invitation and link were sent to 96 private school administrators requesting their participation in the consultation meeting. A total of 23 private school representatives and parents of parentally- placed private school students with disabilities attended the meeting. During the meeting, the district sought comments from those in attendance. The district also provided feedback sheets to all private school administrators in an effort to gain input from each private school. These feedback sheets were provided to private school administrators who attended the consultation meeting, and to those who were unable to attend.

Written and in-person comments were received from some of the private school representatives. The comments address the child find process, the determination of proportionate share of federal funds, consultation throughout the year, and the determination of services. The district is very appreciative of the comments and thanks each participant for his/her input. The district has reviewed each of the comments. Those comments are posted below, followed by the district's response to the various comments. The district will continue its efforts towards continued consultation between private school representatives and district personnel to facilitate the fulfillment of the mandates of the IDEA.

Consultation Discussion

The following questions/comments were asked/discussed by participants at the October 25, 2022, consultation meeting or provided in writing following the conclusion of the meeting. The district responses to these questions/comments appear below.

Comments:

"Thank you for the services you provide for our children and their families."

"The move to zoom meetings and TEAMS meetings has made this so much more efficient."

"Everything was covered adequately. Thank you!"

"I had always used the Child Find for Pre-K students only. It was good to hear that it applies to all ages."

"Thank you for providing a purposeful training with an informative PowerPoint."

"It would be great if you did a presentation on resources for our parents."

"Some public schools give out or follow procedures inconsistent with what is presented to us. It is often a struggle, huge delay, and sadly often a fight to have our children evaluated."

Additional input from private school contacts via email or phone calls

Question: *Who is providing our services?*

District Response:

The school district is currently contracting with HEALTHPRO HERITAGE. They provide the Speech-Language Pathologists to work in our not-for-profit private schools and some district schools. Services performed include:

- Conduct initial screenings as well as comprehensive evaluations in the areas of speech and language, to determine students' need for services or need of dismissal from services
- Participate in the services plan process in developing present levels of performance, goals, and objectives
- Provide speech therapy sessions using current best practices based on prescribed services in the Services Plan
- Maintain all documentation required by the district and ASHA's code of ethics including, but not limited to, daily notes, quarterly progress reports, and annual services plans

Speech-Language Pathologists qualifications include:

- Master's or doctoral degree with a major emphasis in speech-language pathology
- Completed a supervised clinical practicum (300 clock hours)
- Completed nine months of full-time professional experience or its part-time equivalent
- Passage of the Educational Testing Service Praxis Series Examination
- Completed a course on HIV and acquired immune deficiency syndrome
- Continuing Education Requirement: A licensee must obtain 30 continuing education hours biennially

The Florida Board of Speech-Language Pathology & Audiology is responsible for licensing, monitoring, disciplining, and educating speech-language pathologists and audiologists to assure competency and safety to practice in Florida.

All Speech Language pathologists have Level 2 background checks. This generally refers to a state and national fingerprint based check and consideration of disqualifying offenses and applies to those employees designated by law as holding positions of responsibility or trust. Section 435.04, F.S., mandates Level 2 security background investigations be conducted on employees, defined as individuals required by law to be fingerprinted pursuant to Chapter 435, F.S.

Question: *What is the process for requesting services if the student has a speech or language eligibility?*

District Response:

If an eligible PPPSS student enters a private school with an Individual Education Plan (IEP) or Service Plan (SP) that says the student is eligible for speech and/or language services, the private school should provide the parent with the PPPSS contact information. The parent is welcome to call or email. The parent will be provided the link to the “Request for Services” form.

Because this is a parentally driven process, the parent is the only one who can request services from the school district. The parent may choose to discontinue services but must submit a written request to the therapist serving their child to stop services.

In order to receive services, a student must meet eligibility requirements under the Florida Department of Education for Speech Impairment or Language Impairment. This is most often documented through an Individual Education Plan. Students who IEP states the provision of speech or language therapy as a related service have not met eligibility requirements.

Speech and/or language services can only be provided upon the conversion of the IEP to a services plan. If the most recent IEP or service plan is from out of county/state, a copy must be sent with the Request for Services form and will be reviewed following the district policy and procedures for transferring students. These may require more processing time.

If proportionate share funds have not been exhausted, conversion meetings are held throughout the summer and during the school year. Conversion meetings are scheduled monthly. The parents must participate or give permission for the meeting to be held in their absence. The following team members are required to participate: a Speech Language Pathologist, the Local Education Agency Representative (LEA rep), a Private School Representative and a private school general education teacher. The private school general education teacher’s participation requirement may be satisfied by attending the meeting or by providing written input. When appropriate, students aged twelve years or older are invited to participate.

After the conversion meeting, the parent and private school will receive copies of the services plan and paperwork generated during the conversion meeting. It will take approximately two weeks for the paperwork to be processed. The student will then be added to the private school SLP schedule, and the student will start services. Students with a services plan will continue to receive services until they are withdrawn from the private school, withdrawn from services by parent request, or dismissed.

Remember this is a parentally driven program. The following are private school's methods that have been used effectively to facilitate the request for services:

- Include a questionnaire in the enrollment packet asking if the student received speech and/or language therapy at his/her previous public or private school. Provide the parents responding affirmatively with the PPPSS DRT contact information. This facilitates communication between the family and the district resource teacher.
- Assist parents by sending an email to parents copying tracy.aguilar@hcps.net or michelle.alfonso@hcps.net with information about the services provided to PPPSS. Direct parents to the website: Exceptional Student Education (Special Education) / Parentally Placed Private School Students (hillsboroughschools.org).
- Assist the parent in requesting the link to the parent request form by emailing the assigned DRT during a parent/teacher conference.
- Provide interpreting services for the parent through a teleconference call.
- Provide support with scanning documents to process parent's request.

Additional input from private school contacts via email or phone calls continued

Comment: We would be interested in intervention workshops for teachers, and trainings about speech and language expectations.

Comment: Definitely interested in the in-service training that could be available to support our teachers in assisting through the process of identifying and performing interventions within the classroom.

District Response:

PPPSS Team will continue to provide trainings and workshops! Look for email announcements!

Comment: Thank you for providing an opportunity to be able to ask questions about the roles and responsibilities of private school representatives.

District Response:

Private school representatives are appointed by the private school administrator. This role can be filled by multiple people during the school year, depending on the task involved.

- Provide a contact point for the SLP.
- Communicate clear expectations to the SLP.
- Conduct and submit the verified count for the private school.
- Communicate with the PPPSS DRT through emails and phone calls as needed.
- Collaborate with the SLP to create and maintain schedules for service delivery.
- Inform parents of the available services and provide them contact information.
- Participate in services plan conversions, annual review, and eligibility meetings.
- Respond to PPPSS surveys to help improve the program.

The best private school representatives possess effective communication, advocacy and problem solving skills and are persistent, flexible, and positive!

Helpful Links

| | |
|--|--|
| Parentally Placed Private School Students: | <u>Exceptional Student Education (Special Education) / Parentally Placed Private School Students (hillsboroughschools.org)</u> |
| Child Find Developmental Screenings | <u>Child Find Contact - FDLRS Hillsborough</u> |
| Child Find | <u>Child Find Contact - FDLRS Hillsborough</u> |
| Family Empowerment Scholarship | <u>Family Empowerment Scholarship (fldoe.org)</u> |
| Multi-tiered System of Supports (MTSS) | <u>Multi-Tiered System of Supports / Overview (hillsboroughschools.org)</u> |
| A Parent's Introduction to Exceptional Education Services in Florida | <u>Microsoft Word - Intro to ESE (KR 7-9-12) (fldoe.org)</u> |
| Procedural Safeguards | <u>Part B Procedural Safeguards Notice: Florida (fldoe.org)</u> |
| Private School Listing | <u>Private School Directory (floridaschoolchoice.org)</u> |
| Florida Department of Education: DPS: 2011-23 - Technical Assistance Paper for Students with Disabilities enrolled by their parents in private schools | <u>https://info.fldoe.org/docushare/dsweb/Get/Document-6084/dps-2011-23.pdf</u> |
| Private School Services | <u>Exceptional Student Education (Special Education) / Parentally Placed Private School Students (hillsboroughschools.org)</u> |
| Private School Resources | <u>Exceptional Student Education (Special Education) / Parentally Placed Private School Students (hillsboroughschools.org)</u> |
| Private Schools Contacts | <u>Exceptional Student Education (Special Education) / Parentally Placed Private School Students (hillsboroughschools.org)</u> |
| School District of Hillsborough County Home Page | <u>Hillsborough County Public Schools / Homepage (hillsboroughschools.org)</u> |
| Community Resource Guide | <u>https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/domain/2886/pdf/Resources_CommunityResourceGuide.pdf</u> |
| Find your zoned neighborhood public school | <u>http://gis.sdhc.k12.fl.us/schoollocator/?utm_source=family-resource&utm_medium=web&utm_campaign=page_config&utm_content=textlink</u> |



ESE Department Contact Information

Department of Exceptional Student Education

For additional information regarding parentally-placed private school students with disabilities, please contact one of the following individuals:

| | | |
|------------------------|---|--------------|
| Shannon Lesperance | General Director for ESE | 813-273-7025 |
| Vacant | ESE Assistant Director, Compliance and Staffing | 813-273-7060 |
| Peggy "Cammie" Thomas | ESE Supervisor, PPPSS | 813-273-7140 |
| Tracy Aguilar | ESE PPPSS District Resource Teacher | 813-273-7306 |
| Michelle Baker Alfonso | ESE PPPSS District Resource Teacher | 813-273-7019 |
| Angela Weary-Crooks | ESE Supervisor, Staffing | 813-273-7035 |
| Kristen Endris | ESE Supervisor, Compliance | 813-273-7202 |
| Michael Levine | Supervisor, FDLRS | 813-837-7704 |
| Vacant | Child Find Coordinator | 813-837-7788 |
| Deborah Llewellyn | Supervisor, Speech/Language | 813-273-7520 |
| Shannon Meadows | Coordinator, Speech & Language | 813-273-7520 |
| Debra Mitchell | Region 1 ESE Supervisor | 813-272-3800 |
| Shelley Cedola-Hayes | Region 2 ESE Supervisor | 813-631-4056 |
| Renee Rybicki | Region 3 ESE Supervisor | 813-558-1412 |
| Mikki Kenny | Region 4 ESE Supervisor | 813-558-1097 |
| Jess Fitzgerald | Region 5 ESE Supervisor | 813-744-8634 |
| Michele McFarland | Region 6 ESE Supervisor | 813-707-7056 |
| Leslie Brown | Region 7 ESE Supervisor | 813-740-3715 |
| Jo Jennings | Region 8 ESE Supervisor | 813-658-1981 |
| Nasia Clark-Williams | Region 9 ESE Supervisor | 813-740-3710 |
| Vacant | Region 1 Staffing Coordinator | 813-272-3800 |
| Michelle Hawkins | Region 2 Staffing Coordinator | 813-631-4056 |
| Vacant | Region 3 Staffing Coordinator | 813-558-1412 |
| Natalie Topham | Region 4 Staffing Coordinator | 813-558-1097 |
| Vacant | Region 5 Staffing Coordinator | 813-744-8634 |
| Mary Comesanas | Region 6 Staffing Coordinator | 813-707-7054 |
| Vacant | Region 7 Staffing Coordinator | 813-740-3715 |
| Kristin Alvarez-Craft | Region 8 Staffing Coordinator | 813-658-1981 |
| Vacant | Region 9 Staffing Coordinator | 813-740-3710 |

Parentally-Placed Private School Students with Disabilities

1. How are private schools defined in Florida?

Private schools that have students who are eligible for services under IDEA and under Title I Part A are elementary or secondary schools that are nonprofit day or residential schools that provide education as determined by state law. Per Florida law, a private school is defined as an individual, association, co-partnership, corporation, department, division, or section of such organizations that designates itself as an educational center that includes kindergarten or a higher grade.

2. Are private pre-kindergarten programs considered private schools?

If the school where the pre-kindergarten program is located meets the statutory definition of a private school (i.e., "includes kindergarten or higher..."), it is considered a private school, and the students with disabilities enrolled there would be included in the required activities.

3. Are gifted students considered parentally-placed private school students for whom the district must provide services?

No. The IDEA requirements apply only to students with disabilities. IDEA funds should not be used to provide services to students identified as gifted only.

4. Are there specified amounts of services that must be provided to parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act (IDEA)?

No. Children with disabilities enrolled in private schools by their parents have no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school other than child find, including evaluations. Under the IDEA, the district has the obligation to provide the group of parentally-placed private school children with disabilities with equitable participation in the services funded with federal IDEA funds.

5. How much service will the students receive?

The amount of services to be provided will be determined by the Services Plan (SP) Team. Parents and private school representatives are members of the Services Plan Team.

6. What is the process for developing a services plan for a parentally-placed private school child with a disability?

Each parentally-placed private school student with a disability who has been designated by the district to receive special education or related services must have a services plan. The services plan describes the specific special education or related services that the district will provide to the student. The district must ensure that a representative of the private school attends each meeting to develop the services plan and, if the representative cannot attend, use other methods to ensure participation by the private school, including individual or conference telephone calls. This provides the opportunity for private school staff to learn more about the child's strengths and needs.

7. What is the difference between an individual educational plan (IEP) and a services plan (SP)?

Children with disabilities enrolled in public schools or who are publicly-placed in private schools are entitled to a free appropriate public education (FAPE) and must receive the full range of services under Individuals with Disabilities Education Act (IDEA) that are determined by the child's IEP team to be necessary to meet the child's individual needs and provide FAPE. The IEPs for these children generally will be more comprehensive than the more limited services plans developed for parentally-placed private school children with disabilities designated to receive services.

A services plan should reflect only the services offered to a parentally- placed private school child with a disability designated to receive services and must, to the extent appropriate, meet the IEP content requirements.

8. What process is followed if a parent of a parentally-placed private school student does not provide consent for a reevaluation?

When the parent does not provide consent for reevaluation or fails to respond to a request to provide consent, the school district is not required to consider the child as eligible for services as a parentally- placed private school student with a disability. However, reasonable efforts to obtain the parent's consent must be made and documented.

9. May IDEA funds for equitable services be paid directly to a private school?

No. IDEA funds for equitable services may not be paid directly to a private school.

**Department of Exceptional Student Education
Parentally-Placed Private School Students with Disabilities
2023-24 Timeline of Activities**

| Dates | Actions to be Taken |
|----------------|--|
| July 2023 | District will begin 2023-2024 direct services to parentally- placed private school students as determined by district's decision for provision of services during the 2023-2024 schoolyear, and as specified on individual students' services plans. Services plan meetings will be held, as needed for individual students, throughout the 2023-2024 school year. |
| August 2023 | Information will be sent to private school representatives regarding their participation in a consultation meeting and regarding the child count process. |
| September 2023 | Consultation meeting will be held to discuss annual child count and other matters related to parentally-placed private school students with disabilities. |
| | District will begin the child count to determine the figures to be used in calculating the proportionate share of Part B funds to be expended on services for parentally-placed private school students during the 2024-2025 school year. |
| | Information will be posted on the district website as a benefit for private school representatives who are not able to attend the consultation meeting. |
| December 2023 | Private schools submit Verified Count Document to the district. |
| February 2024 | Private school representatives' comments and input regarding the provision of services for the 2024-2025 school year due to district personnel. |
| April 2024 | Deadline for district personnel to review and consider comments and input from private school representatives and determine how, when, where and by whom services will be provided to eligible parentally-placed private school students with disabilities during the 2024-2025 school year. |
| April 2024 | District will make final calculation of child count figures to be used in determining the proportionate share of funds to be expended for parentally placed private school students with disabilities. |
| April 2024 | District personnel will notify private school representatives of the district's decision regarding services to eligible students either through a formal consultation meeting, notice or email. |
| May 2024 | Private school representatives' Written Affirmation Forms are due to district personnel. |
| May 2024 | Documentation of consultation process will be forwarded to the Florida Department of Education, upon request. |

October 2022 Consultation PowerPoint



PPSS
Annual Consultation Meeting





**Department of
Exceptional Student Education
PPSS**

Peggy Thomas, ESE Supervisor
Tracy Aguilar, PPSS DRT





**ANNUAL CONSULTATION MEETING WITH
PRIVATE SCHOOL REPRESENTATIVES AND
REPRESENTATIVES OF PARENTS OF
PARENTALLY-PLACED PRIVATE SCHOOL
STUDENTS WITH DISABILITIES**

Objective of Today's Meeting

- Information Gathering
- Consultation
- To Discuss the Written Affirmation Process

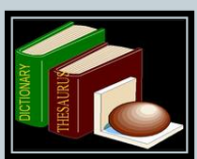
Background Information

IDEA 2004 requires that school districts: Consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for parentally-placed private school students.

School District Obligations Include:

- Conducting child find activities to locate, identify and evaluate children with disabilities who are enrolled in private schools located within the School District's county boundary;
- providing opportunities for participation of eligible students in Part B programs; and
- expending a proportionate share of the Part B funds to parentally-placed private school students with disabilities.

DEFINITIONS




Parentally-Placed Private School Students with Disabilities

Private school students with disabilities are students who meet the State Board of Education Rule criteria for exceptional student education (ESE) per the provisions in the Individuals with Disabilities Education Act and who are enrolled by their parents in private school or facilities.

**"Private School"—
Section 1002.01(2)FS
Defines Private School as:**

An individual, association, co-partnership, or corporation, or department, division, or section of such organizations, that designates itself as an educational center that **includes kindergarten or higher grade...**




Determining Which Private School Students Are Eligible for Services Under IDEA:

Students with disabilities attending private elementary or secondary schools that are **nonprofit** day or residential schools that provide education as determined by State law are eligible to be included in the proportionate share calculations.

Students enrolled in **for-profit** private schools are not eligible for services under IDEA.


Resident District:

The School District in which the parentally-placed private school child with a disability resides.



Serving District

The District in which the private elementary or secondary school is located and where the child attends.



Are Family Empowerment Scholarship Students Included?

- Yes, students who are participating in the Family Empowerment Scholarship Program and designated as parentally-placed private school students are included.
- However, students placed in private schools by agencies are not designated as parentally-placed private school students, nor are students enrolled in a home education program, nor are students enrolled in for-profit private schools.



13

Are Private Pre-K Programs Private Schools?

- If the private preschool includes the grade of kindergarten or higher, then it meets the definition of private school.
- If an eligible Pre-K child is identified, the School District offers FAPE via an IEP for resident students; if the parent declines this offer, and the child is enrolled in a nonprofit private school, then the child is considered a parentally-placed private school child and may be eligible for services.

14

Are Students Identified as Gifted Only Included ?

No, the IDEA requirements apply only to students with disabilities. IDEA funds may not be used to provide services to students identified as Gifted only, who do not have an identified disability.



15

CONSULTATION



16

Timely and Meaningful Consultation

The School District must engage in timely and meaningful discussions with private school representatives and representatives of parents of parentally-placed private school students before making decisions regarding the services that will be provided.



17

Consultation Topics

- The child find process
- The determination of the proportionate amount of Federal funds available and how the funds are calculated
- How the consultation process continues throughout the school year
- How, where and by whom special education and related services will be provided, including how and when these decisions will be made
- How the School District will provide a written explanation of the reasons for its decision if there is disagreement with the views of private school officials

18

State Complaint Process

Private school representatives have the right to submit a complaint to the Florida Department of Education if they believe that the District did not engage in consultation that was meaningful and timely and/or did not give their views consideration.



19

CHILD FIND / REEVALUATION



20

Child Find and Reevaluation Processes



The child find and reevaluation processes are conducted by the School District for all children attending private schools located in Hillsborough County. This includes resident and non-resident students.

21

Child Find Activities

- The District must undertake activities similar to those undertaken for their publicly enrolled students.
- Initial evaluations must be completed within the required 60-day timeline and the District must ensure that eligibility determination occurs with no unreasonable delay.



22

Reevaluation Process



- The District is responsible for conducting reevaluations at least once every three years.
- If the private school parent does not wish to participate in the reevaluation process or if the private school parent denies consent for reevaluation, then the child is not considered eligible for services.
- The District will encourage the parent to participate and will make good faith efforts to obtain consent for reevaluations.

23

SERVICES



24

Decisions about Services

Decisions about the services that will be provided to private school students with disabilities will be made after consultation with private school representatives.



25

Types of Services

Direct and Indirect

May include (but are not limited to):

- Speech therapy
- Language therapy
- Consultative services
- Instructional materials
- Professional development for teachers



26

SERVICES PLANS



27

What Is a Services Plan?

A Services Plan is the plan developed for an eligible student to determine the services to be delivered for that individual student. It parallels the content requirements of an IEP; however, it only contains information related to those specific services that the District has determined that eligible students will receive in accordance with the District's overall plan for providing services to parentally-placed private school students with disabilities. The Services Plan is developed by the District with the parent and with the input of private school personnel.

28

How Is an SP Different from an IEP?

- An IEP is utilized in providing FAPE (free appropriate public education) to a student enrolled in the District.
- An SP is utilized to determine which services a private school student will receive in alignment with the District's decision regarding the services to be provided to parentally-placed private school students in expending the proportionate share of Federal funds for that particular school year.

29

More on Services

No private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.



30

FUNDING



31

Expenditures



A proportionate amount of the Federal funds available under IDEA must be expended in providing services, both direct and indirect, for parentally-placed private school students with disabilities.

32

Child Count

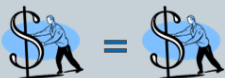


The child count must be used to determine the amount that the District must spend on providing special education and related services to private school students with disabilities in the next fiscal year.

33

Proportionate Share Calculations

There are two methods of calculating the proportionate share of funds. Both methods yield the same results.



34

Method 1



$$\frac{(\text{Total Part B Grant Allocation}) \times (\text{\# eligible PPPSS})}{(\text{total \# eligible students, both private and District})} = \text{Proportionate Share Amount}$$

Example: $\$100,000 \times 10 \div 100 = \$10,000$

35

Method 2



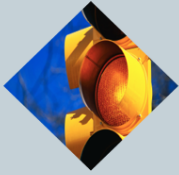
$$(\text{Total Part B Grant Allocation}) \div (\text{Total \# eligible students, both private and District}) \times (\text{\# eligible private students}) = \text{Proportionate Share Amount}$$

Example: $\$100,000 \div 100 \times 10 = \$10,000$

36

Cautions

- Part B funds MUST NOT be paid directly to private schools.
- Funds under Part B CANNOT be used for repairs, minor remodeling, or construction of private school facilities.
- The District MUST administer the funds to provide services, either direct or indirect.



37

Consultation – Throughout School Year

District Contacts for PPPSS:

Peggy "Cammie" Thomas
ESE Supervisor, Improvement and Accountability
(813) 273-7140
(813) 273-7340
peggy.thomas@heps.net

Tracy Aguilar
ESE PPPSS District Resource Teacher
(813) 273-7010
sandra.marra@heps.net

Web Site Information:
<https://www.hillshorroughschools.org/ppss>

38

Methods of Consultation:

- Continue to distribute brochures
- Conduct surveys for input
- Provide periodic mail-outs
- Provide a District contact person for private school personnel
- Email communication

39

Provision of Services

To the extent consistent with their number and location in the state, private school students with disabilities must be provided with special education and related services as determined by the District in accordance with applicable law.



40

More About Services

- The services may be delivered at the private school location or at a public school location.
- The District will review all comments from private school representatives and representatives of private school parents in formulating a final decision regarding services.



41

How Services May Be Provided

- The District may contract with a School Board approved, qualified agency to deliver services on the private school campus.
- Services Plans will be developed to determine the services to be provided.
- The School District will monitor the provision of services.

42

Services Plans

Direct services are provided under a Services Plan. In these situations, the District will:

- Initiate and conduct meetings to develop, review, and revise a Services Plan for the student, and
- ensure that a representative of the private school is invited and encouraged to attend each Services Plan meeting. (If a representative cannot attend, the District will use other methods to ensure participation by private school personnel, including individual or conference telephone calls.)

43

How and Where and By Whom?

The District must decide how services will be provided, where the services will be provided, and by whom. The District will provide a full explanation of the District's final decision to private school representatives in the form of a booklet, to be direct mailed to private school administrators during the month of April 2023.



44

Legal Requirements



IF THE DISTRICT DISAGREES WITH THE VIEWS OF THE PRIVATE SCHOOL OFFICIALS, THE DISTRICT WILL PROVIDE A WRITTEN EXPLANATION AS TO THE REASONS WHY.

45

Genuine Opportunity

The District must give representatives of private schools, and representatives of parents of parentally-placed private school students, a genuine opportunity to express their views regarding the provision of services to parentally-placed private school students.



46

Written Affirmation

Written affirmation must be provided by private school representatives to the School District that states that the consultation was meaningful and timely.



47

Final Decision

After meaningful consultation has occurred, the School District makes the final decision regarding services. The District has broad discretion in providing special education services to parentally-placed private school students. All comments received will be considered. Comment sheets are included in the packets provided to private school representatives.



48

Input from Private School
Representatives



49

Questions &
Additional Comments



50



*Thank You For Your
Participation!*



51