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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 children with disabilities regarding the provision of services to these students. 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.

On March 14, 2008, Florida Department of Education provided a clarifying memo that addressed the calculation of the proportionate share for provision of services to parentally-placed private school students. The memo 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 October of the 2017-2018 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 a McKay Scholarship and surveyed district personnel to secure the names of parentally-placed private school students with disabilities who were currently receiving services from the district.
In September 2017, the district sent a notice to private school representatives regarding the child count and consultation processes and regarding the consultation meeting scheduled for October 10, 2017. 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 10, 2017, 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 36 private school representatives and parents of parentally-placed private school students with disabilities attended the consultation meeting held on October 10, 2017. 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 2017-2018 school year determined that the number of eligible private school students, ages three through twenty-one, with disabilities within the district totals 845. The number of eligible public school students with disabilities, ages three through twenty-one, is 32,237. In calculating the proportionate share of Part B IDEA funds to be expended on parentally-placed private school students with disabilities, one of the two following formulas will 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 2018-2019 Implementation**

**Regarding the Provision of Services**

**Direct Services**

- Hillsborough County Public Schools will provide direct services in the form of speech/language therapy to eligible parentally-placed private school students with disabilities who are identified as Speech Impaired and/or Language Impaired. These services, in the form of speech therapy, will be provided on the private school campus 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 will be delivered in accordance with each eligible student’s services plan.

**Indirect Services**

- Hillsborough County Public Schools will provide indirect services in the form of general, large group training sessions to teachers and guidance counselors 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, and community venues. 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 process.

- 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.
Services 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. Services 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 and private school representatives in this process. Services 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/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.

Indirect services (training) will be provided until all funds allocated for parentally-placed private school students with disabilities are expended.

If, at the end of the fiscal year (June 30, 2019), all of 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.

Implementation of Services

The timeline of activities, which is included in the Appendix, will be adhered to as the district begins to implement the delivery of services for the 2018-2019 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 “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, 273-7060.

**Comments and Responses**

On October 10, 2018, the district facilitated a consultation meeting between the district, private school representatives and representatives of parents of parentally-placed private school students with disabilities. A notice was sent to 75 private school administrators requesting their participation in the consultation meeting. A total of 36 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.
The following questions/comments were asked/discussed by participants at the October 10, 2017 consultation meeting, or provided in writing following the conclusion of the meeting. The district responses to these questions/comments appear below.

Questions and comments pertaining to Child Find:

**Question**: How do parents request screenings through Child Find?

**District Response**: Parents of children age 0-5 should call (813) 837-7723 (English) or (813) 837-7714 (Español) to schedule an appointment for a screening. "Child Find is a service within the Florida Diagnostic and Learning Resources System (FDLRS). Child Find assists parents and schools with the early identification of children, birth through age 21, who have, or are at risk of having, a disability. There are six multidisciplinary teams located across the county, made up of school psychologists, school social workers and speech/language pathologists."

More information about Child Find can be found at: http://fdlrs.mysdhc.org/childfind

**Question**: When parents call for a screening, what areas are screened?

**District Response**: Screening occurs in several key developmental domains including speech and language, hearing, vision, cognitive or pre-readiness skills, motor skills and social-emotional development. These screening services assist in the identification of children who need formal evaluation and to identify additional services needed by children and families. Screening services may include data gathering and records review as well as administration of formal and informal screening procedures for overall development.

**Question**: Can any parent call?

**District Response**: YES! The parents may request a screening through Child Find for their child age 0-5, regardless of school enrollment status. The child does not have to be attending a preschool program to be screened. Parents of students, kindergarten through age 21, regardless of enrollment status, may call their student’s assigned area of attendance school to begin the process. The parents may also call the ESE PPPSS District Resource Teacher for assistance or clarifications.
**Question:** Will you send us the referral forms?

**District Response:** The Parentally Placed Private School Student program (PPPSS) is parentally driven. The parent is the only one who can request speech/language services at a private school from the school district. Hillsborough County Public School forms can only be given out by HCPS staff. Please give the parent the following contact information: Sandra Marra: 273-7019 and sandra.marra@sdhc.k12.fl.us.

**Question:** Can we have screenings at the school during the day?

**District Response:** Screenings for children age 0-5 are scheduled through Child Find at designated sites. Speech and language screenings for school age children are administered on the private school campus during the school day by parent request and with their written consent.

**Question:** Please clarify the 60 day timeline for evaluations. Does it refer to 60 school days or 60 calendar days?

**District Response:** The school district ensures that initial evaluations of students and preschool age children age three (3) through kindergarten entry age suspected of having a disability are completed within sixty (60) calendar days after the school district’s receipt of informed written parental consent for evaluation. The sixty (60)-day timeframe for evaluation does not apply to the school district if the parent of the student repeatedly fails or refuses to produce the student for the evaluation. It is 60 calendar days with the following exceptions:

1. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board.
2. The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board. However, the school district is not prohibited from conducting evaluations during the summer vacation period.
3. In the circumstance when a student is absent for more than eight (8) school days in the sixty (60) calendar day period, the student’s absences shall not be counted toward the sixty (60) calendar day requirement.
The mandated 60-day timeline applies to students suspected of having a disability, not yet identified.

**Question:** What does Developmentally Delayed mean?

**District Response:** The state of Florida definition states “A prekindergarten child with disabilities is a child who is below five (5) years of age on or before September 1 and has a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones.”

**Question:** Once the child turns five year old, what happens to the Developmentally Delayed eligibility?

**District Response:** For a child with the Developmentally Delayed eligibility in a public school, the team seeks parent permission for a reevaluation. As part of the reevaluation process, the Developmentally Delayed eligibility would be removed. Other appropriate evaluations would be used to determine the child’s need for further services. For a private school student, the Developmentally Delayed (DD) label remains on the record until a reevaluation through the neighborhood school is completed.

**Question:** Would a kindergarten child with a DD label need to go through the evaluation again?

**District Response:** A student with the Developmentally Delayed eligibility is considered an exceptional education student until a reevaluation is completed. The parents would need to request a reevaluation. If a student lives in Hillsborough County, the reevaluation is conducted at the student’s assigned area of attendance school. If a student resides outside of Hillsborough County, but attends a Hillsborough County private school, the parent can choose to have the child evaluated in their resident district or at a public school close to the private school, such as the area of attendance school based on the address of the private school. The parent can contact the PPPSS DRT for assistance or utilize the following website: http://gis.sdhc.k12.fl.us/schoollocator/

Reevaluation is the process whereby information about a student is gathered and reviewed to determine the need for continuation in Exceptional Student Education. The team reviews existing data and determines what additional data, if any, needs to be collected. The team determines whether additional data are needed to determine the following: whether the
student continues to have a disability; the educational needs of the student; the present levels of academic achievement and related developmental needs of the student; whether the student continues to need special education and related services; and whether any additional or modifications to the special education and related services are necessary. As part of the reevaluation, the IEP Team must review existing information about the student. The IEP team may recommend that tests are administered or that other methods be utilized to collect new data. The district must obtain the parent's/guardian’s informed written consent before conducting any assessments for the purpose of reevaluation. Following completion of the reevaluation assessments, the team will meet with the parent and discuss the results. The parents will be provided with copies of evaluation reports.

**Question:** Does a physician’s identification or diagnosis count as eligibility?

**District Response:** A medical diagnosis is made by a doctor or other specially trained clinician by using symptom criteria. A medical diagnosis does not automatically result in eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). Rather, the eligibility for special education services is founded on an educational determination of a disability based on Florida State Board Rule criteria, which includes required evaluation data and the criteria that the student is in need of special education services.

**Comments:**
- We are comfortable with the components of this process.
- The Child Find Process has been most beneficial to our Pre-K unit.
- The clarification regarding Child Find and Developmentally Delayed eligibility was very helpful!

**Questions and comments pertaining to Reevaluations:**

**Question:** Will a child lose the McKay scholarship if he/she is dismissed from all ESE services as a result of the reevaluation process?

**District Response:** There is currently no provision for the “dismissal” of participating students from the McKay Scholarship Program. Section 229.05371(2)(b), Florida Statutes,
states that once a student has received a scholarship, the scholarship shall remain in force until the student returns to a public school or graduates from high school.

**Question:** Can a matrix number change as a result of a reevaluation?

**District Response:** While federal law requires that local education agencies conduct reevaluations for students with disabilities enrolled in private schools by their parents, there is no state requirement that requires a new matrix be completed at the time of the reevaluation. The original matrix rating will continue to be used to determine the scholarship amount.

However, if a student has:

- the Gardiner Scholarship, and does not have an IEP
- or
- seeks a reevaluation of an existing IEP,

the parent may request an IEP meeting and evaluation from the school district in order to obtain or revise a matrix of services. This is a new ruling and parents requesting help with Gardiner Scholarship IEP’s and reevaluations should contact the ESE PPPSS District Resource Teacher or Area ESE Supervisor/Staffing Coordinator.

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**Questions and comments pertaining to the Determination of Proportionate Federal Funds:**

**Comments**

- The determination is fair, but a little complicated to understand.
- We are comfortable with the components of this process.

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**Questions and comments pertaining to the Verified Count:**

**Comments:**

- The Verified Count is a great way to document and track!
**Questions and comments pertaining to Services:**

**Question:** We have lots of speech/language needs at our school; can you assign a full time speech therapist to our school?

**District Response:** Speech therapists are assigned according to the needs of the students at the private school.

**Question:** What is the difference between an IEP and a services plan?

**District Response:** This is addressed on page 17 of this booklet in question/response number seven. Additionally, IEP’s include accommodations.

**Question:** What services are available?

**District Response:** See District’s Decision for 2018-2018 Implementation Regarding the Provision of Services on page 3.

**Question:** What is the definition of indirect services?

**District Response:** Indirect services are not provided directly to a child. Instead these services are provided to others who are working directly with a child with disabilities.

**Question:** Can you clarify what is meant by “students in private school are not entitled to FAPE?”

**District Response:** F.A.P.E. is Free Appropriate Public Education. Parentally placed children with disabilities do not have an individual entitlement to services they would receive if they were enrolled in a public school. Instead, the school district is required to spend a proportionate amount of IDEA federal funds to provide equitable services to this group of children. Therefore, it is possible that some parentally placed children with disabilities will not receive any services while others will. For those who receive services, the amount and type of services also may differ from the services the child would receive if placed in a public school by the parents or in a private school by a public agency.
**Question:** What happened to vision services?

**District Response:** Each year the district will consider input from private schools in making the district’s decision for the provision of services to PPPSS.

**Question:** Can behavior services be added?

**District Response:** Services to parentally-placed private school students continue throughout the entire school year only if the proportionate share of funds is not depleted during the school year. Avoiding service duplication and maintaining provision of services consistency throughout the entire school year was considered in the district’s decision.

**Question:** When is the Summer Institute?

**District Response:** The Summer Institute will take place June 27, and June 28, 2018 at Keiser University Tampa. Please register!

**Question:** We need resources and trainings during the school year. How do we get these?

**District Response:** See [District’s Decision for 2018-2018 Implementation Regarding the Provision of Services](#) on page 3.

The district will continue to contact private school personnel, through face-to-face meetings, direct mail, email, etc. about available resources and trainings. Additionally, the district has formulated a list of contact personnel in the district’s Exceptional Student Education (ESE) Department. That contact list is in the Appendix of this booklet. You may contact any of those individuals directly. Sandra Marra is the ESE District Resource Teacher assigned to PPPSS. You may contact her directly, at 273-7019 or by email at sandra.marra@sdhc.k12.fl.us.

**Comment:**
- *Occupational Therapy would be wonderful, if possible.*
- *Beth Ingram Speech Services are excellent!* 
Questions and comments pertaining to Consultation:

**Question**: What are the responsibilities of private schools regarding 504 plans?

**District Response**: The public school has a responsibility for child find for students who may be eligible for 504 protection. To address that requirement, public schools conduct 504 evaluations (using information provided by the parent) and hold meetings with parents (as well as anyone they bring with them) to determine eligibility for 504 protection and need for accommodations. However, since the student is not enrolled in a public school, a plan is not developed.

Private schools that receive any federal dollars are responsible for providing accommodations for students who have been found eligible for 504 protection and in need of accommodations. There is no specific form or format that is mandated and private schools can develop a model that works best for their setting. Some schools use assistance or support plans, but include accommodations within those plans.

In looking at what accommodations might be needed, the private school would probably want to reference the Eligibility Determination form (completed at the eligibility determination meeting and provided to the parents), as it details the major life activities that have been impacted by the 504 condition. That information, combined with what school staff and parents know, should guide the discussion about accommodations.

**Question**: Is there a template available to help private schools create student support plans?

**District Response**: There is no specific form or format that is mandated. Private schools can develop a model that works best for their setting. During the Consultation Meeting, private school representatives offered to collaborate and share ideas.

**Comments**:
- We love the availability of speech, language, consultative services, instructional materials and professional development for teachers and staff.
- Thank you for all your hard work!
- Great information overall!
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:

- Kimberly Workman  General Director for ESE  273-7025
- Suzette Sample  ESE Assistant Director, Compliance and Staffing  273-7060
- Shannon LesPerance  ESE Supervisor, Improvement and Accountability  273-7113
- Sandra Marra  ESE PPPSS District Resource Teacher  273-7019
- Debra Mitchell  Supervisor, ESE Staffing  273-7035
- Kim Loy  ESE Supervisor, Compliance  273-7202
- Michael Levine  Supervisor, FDLRS  837-7704
- Dr. Amanda Privé  Child Find Coordinator  837-7788
- Mary Anderson  Supervisor, Speech/Language/Hearing  273-7520
- Shannon Meadows  Coordinator: Speech & Language  273-7520
- Sharon Foster  ESE Supervisor, Area I  272-3796
- Alana Lawson  Staffing Coordinator, Area I  272-3795
- Shelley Cedola-Hayes  ESE Supervisor, Area II  631-4056
- Vacant  Staffing Coordinator, Area II  631-4055
- Carol Pauline  ESE Supervisor, Area III  558-1412
- Desiree Allmond  Staffing Coordinator, Area III  558-1410
- Cora-Lynne Wimberly  ESE Supervisor, Area IV  740-3717
- Dr. Leslie Brown  Staffing Coordinator, Area IV  740-3715
- Michele McFarland  ESE Supervisor, Area V  707-7056
- Dee Ward-Eichhorn  ESE Supervisor, Area V  744-8636
- Peggy “Cammie” Thomas  Staffing Coordinator, Area V  707-7054
- Estelle Wolfman  Staffing Coordinator, Area V  744-8634
- Jo Jennings  ESE Supervisor, Achievement Schools  658-1981
- Mikki Kenny  ESE Supervisor, Achievement Schools  558-1097
- Lynnette DuPont  Staffing Coordinator, Achievement Schools  558-1096
- Carole Apple  Staffing Coordinator, Achievement Schools  658-1984
Questions and Answers
Regarding the Provision of Services to
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 non-profit 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.
## Timeline of Activities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Actions to be Taken</th>
</tr>
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<tbody>
<tr>
<td>July 2018</td>
<td>District will begin 2018-2019 direct services to parentally-placed private school students as determined by district’s decision for provision of services during the 2017-2018 school year, and as specified on individual students’ services plans. Services plan meetings will be held, as needed for individual students, throughout the 2018-2019 school year.</td>
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<tr>
<td>August 2018</td>
<td>Letters will be sent to private school representatives regarding their participation in a consultation meeting and regarding the child count process.</td>
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| September 2018 | 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 2018-2019 school year.  
Information will be posted on the district Web site as a benefit for private school representatives who are not able to attend the consultation meeting. |
| February 2019 | Private school representatives’ comments and input regarding the provision of services for the 2018-2019 school year due to district personnel. |
| April 2019  | 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 2017-2018 school year. |
| April 2019  | 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 2019  | District personnel will notify private school representatives of the district’s decision regarding services to eligible students. |
| May 2019    | Private school representatives’ Written Affirmation Forms will be due to district personnel. |
| May 2019    | Documentation of consultation process will be forwarded to the Florida Department of Education, upon request. |
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 McKay Students Included?

- Yes, students who are participating in the McKay 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.
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.

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.

CONSULTATION

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.

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

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.
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.

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.

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.

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.
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

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.

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.

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.
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.

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.

Proportionate Share Calculations

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

\[
\text{Proportionate Share Amount} = \left( \frac{\text{Total Part B Grant Allocation}}{\# \text{eligible PPPSS}} \right) \times \text{(# eligible private students)}
\]

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

Method I

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

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

Method 2

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

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

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.
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

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.

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.

More About Services

- The services may be delivered at the private school location or at 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.

Services Plans

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

1. Initiate and conduct meetings to develop, review, and revise a Services Plan for the student, and
2. 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.)
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.

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 2017.

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.

Written Affirmation

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

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.

Input from Private School Representatives
Thank you for your Participation