Department of Exceptional Student Education

Division of Academic Support and Federal Programs

September 14, 2018
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
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
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...
Students with disabilities attending private elementary or secondary schools that are non-profit 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
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
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 / REEVALUATION
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.
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.
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.
Method I

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

Example: \$100,000 \times 10 \div 100 = \$10,000
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
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.
Consultation – Throughout School Year

District Contacts for PPPSS:

Shannon LesPerance: ESE Supervisor, Improvement and Accountability

Kim Loy: ESE Supervisor, Compliance

Sandra Marra: ESE District Resource Teacher

Area Office ESE Teams

Web Site Information: http://ese.mysdhc.org/resources/PPPSS/PPPSS
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
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.
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.
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.
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.)
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 2019.
IF THE DISTRICT DISAGREES WITH THE VIEWS OF THE PRIVATE SCHOOL OFFICIALS, THE DISTRICT WILL PROVIDE A WRITTEN EXPLANATION AS TO THE REASONS WHY.
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 must be provided by private school representatives to the School District that states that the consultation was meaningful and timely.
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
Questions & Additional Comments
Thank You For Your Participation!