2023-2024
Parentally Placed Private School Students (PPPSS)
Annual Consultation Meeting
Hillsborough County Public Schools

Department of Exceptional Student Education
PPPSS

Peggy Thomas, ESE Supervisor

Michelle Baker Alfonso, PPPSS DRT
Tracy Aguilar, PPPSS DRT
Objectives of Today’s Meeting

- Information Gathering
- Consultation
- To Discuss the Written Affirmation Process
- Agency Information/HealthPro Heritage personnel
Annual Consultation Meeting with Private School Representatives and Representatives of Parents of Parentally Placed Private School Students with Disabilities
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.
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”– 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...
"Parentally Placed Private School Student 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.
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.
The District in which the private elementary or secondary school is located and where the child attends.
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.
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.
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 non-profit private school, then the child is considered a parentally-placed private school child and may be eligible for services.
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 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.
The District is responsible for conducting reevaluations at least once every three years. The discussion typically occurs during an annual Service Plan meeting for which parents are notified and invited to attend. Reevaluations are required to be completed in a "reasonable" amount of time.
Funding for Family Empowerment Scholarship-Unique Abilities comes from the State of Florida. You are **not required to have an IEP or a matrix level to be eligible for funding in FES-UA.**

*A parent/guardian of a student with a disability who does not have an IEP or who would like a reevaluation of an existing IEP may choose to request an IEP meeting and evaluation from the school district to obtain or revise a matrix of services from the school district. After the district completes the matrix, the amount of the scholarship payment will be adjusted **up or down** based on the revised level of services.

*Contact your local school district to schedule the evaluation and/or matrix review. The school district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent’s/guardian’s request.*
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 not limited to):
  - Speech Therapy
  - Language Therapy
  - Consultation Services
  - Instructional Materials
  - Professional Development for Teachers
Service Plans
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 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 a Service Plan 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.
Method 1

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

Example: $100,000 \times 10 \div 100 = $10,000
Method 2

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

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 the Year

District Contacts
Contact: Peggy "Cammie" Thomas, ESE Supervisor
813 273-7140
peggy.Thomas@hcps.net

Or

Michelle Baker Alfonso, ESE DRT
michelle.alfonso@hcps.net

Or

Tracy Aguilar, ESE DRT
tracy.aguilar@hcps.net
Methods of Consultation

- Continue to distribute booklets
- Conduct surveys for input
- Provide periodic mail-outs
- Provide District contacts for private school personnel
- Email communication
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.
Service Plans

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

(1) Initiate and conduct meetings to develop, review, and revise a Service 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.)
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 2024.
IF THE DISTRICT DISAGREES WITH THE VIEWS OF THE PRIVATE SCHOOL OFFICIALS, THE DISTRICT WILL PROVIDE A WRITTEN EXPLANATION AS TO THE REASONS WHY.
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.

Written Affirmation

In accordance with the Individuals with Disabilities Education Act 2004 (300.135), this form documents the requirement that the school district obtain written affirmation of timely and meaningful consultation with private school representatives regarding perplexity placed private school students with disabilities. The representative of the participating private schools must sign the Written Affirmation document.

Part One – The Consultation Process
The consultation process occurred in a meaningful and timely manner and included a discussion of the following:
- The consultation process – How the consultation process will occur throughout the school year.
- Services – What services will be provided to parentally placed private school students with disabilities and how and where the services will be provided to eligible students.
- Disagreements – The process for addressing any disagreements regarding services that may exist between the school district and private school representatives.

Part Two – Disclosures
1. If the school district disagrees with private schools on services, it must provide a written explanation of reasons.
2. Written affirmation must be provided by private school representatives to the school district that states that the consultation was meaningful and timely.
3. Private schools may complain to the state education agency (SEA) if the consultation was not meaningful and timely, or if the school district did not give due consideration to their views.

Part Three – Signatures of Written Affirmation
I affirm that timely and meaningful consultation, as described above, occurred with the School District of Hillsborough County.

Signature of Private School Representative
Private School
Date

Signature of School District Representative
Position
Date
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.
Input from Private School Representatives
(Beginning of year survey)
Survey Input

Input included:

Virtual Consultation Meeting
Direct Speech and Language Services
Direct Academic Services
PD Trainings- MTSS/RtI, Behavior,
Differentiated Instruction, Autism, ADHD,
Curriculum/Software for Math and Reading and
Language
Assistive technology, laptops and speech to text devices
&
Counseling Services
Additional Comments/Input

After today’s meeting you will receive a survey link to provide additional input.
Need Help?

District Contacts
Contact: Peggy "Cammie" Thomas, ESE Supervisor
813 273-7035
peggy.Thomas@hcps.net

Or

Michelle Baker Alfonso, ESE DRT (Tampa & North West Areas)
813-273-7019
michelle.alfonso@hcps.net

Or

Tracy Aguilar, ESE DRT (East & South County Areas)
813-273-7306
tracy.aguilar@hcps.net
Time for a Short Break
Services provided to private school students through the Hillsborough County Public School district.

**PARENTALLY PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES**

**PPPSS**

Private School Speech and Language Services

Service Plans
We recognize and respect that all private schools are unique.

- Our goal is to meet the individual needs of all students receiving speech and/or language services through the HCPS PPPSS program in collaboration with the private schools.

Student Focused

- We recognize that culture and curriculums vary across private schools depending on the population and focus of individual schools.
- Speech-Language Pathologists are available to work together with teachers, behavioral specialists and other staff members to meet the needs of the students.

The Hillsborough County School District in partnership with HealthPRO Pediatrics is committed to providing the highest quality of speech and language services to private school students.

All providers have Level II Background Screenings and have been screened by the Hillsborough County School District.

**WHO PROVIDES SPEECH AND LANGUAGE SERVICES?**

**SPEECH-LANGUAGE PATHOLOGIST (SLP)**

- Qualifications
  - Masters Degree
  - Licensed as a Speech-Language Pathologist by the State of Florida Department of Health
  - Certified or seeking certification by American Speech-Language Hearing Association (ASHA)

**SPEECH-LANGUAGE PATHOLOGY ASSISTANT (SLP-A)**

- Qualifications
  - Bachelors Degree
  - Licensed as a Speech-Language Pathology Assistant by the State of Florida Department of Health
  - Provides therapy under the direct, on-site supervision of the SLP

Speech and Language Therapy Services in Private School Settings

- Screenings
- Evaluations
- Classroom Observation
- Staff Education
- Therapy in person or virtual sessions
- Meetings
- Parent Communication
- Collaboration with Private School

*Parent must initiate all requests for services.*
Who do we serve?

- Students in non-for-profit private schools who meet eligibility criteria for the Hillsborough County Public Schools speech and/or language programs.

*Eligibility for speech and/or language services is specific to the academic environment. A student who receives speech and/or language therapy outside of school is not automatically eligible for therapy in school.

SPEECH

- **Articulation**
  - Patterns of speech sound production that are not consistent with developmental expectations.

- **Voice**
  - Voice quality is noticeably different from the voices of others who are the same age and gender.
  - Characterized by the interruption in the flow or rhythm of speech, such as stuttering.

LANGUAGE

- **Receptive Language**
  - The ability to comprehend spoken and written language including following directions, completing reading comprehension tasks, etc.

- **Expressive Language**
  - The ability to use language structure and content in spoken and written language including grammar, sequencing, etc.

- **Pragmatic Language**
  - Understanding and use of social language including conversational norms, non-verbal language, etc.

INDIVIDUALIZED EDUCATION PLAN (IEP)

- Individualized Education Plans are documents written for students enrolled in public schools. IEPs are required to provide FAPE. They are designed to meet the individual needs of the student in all areas impacting the curriculum including:
  - Curriculum
  - Self/Independent
  - Health
  - Communication

For students with SPs who have additional educational needs, those are addressed by the private school and cannot be dictated by the public school district.

SERVICES PLAN (SP)

- Services Plans are documents written for students enrolled in non-for-profit private schools. In Hillsborough County services are provided for students eligible for speech and/or language impairment. Services Plans address the individual speech and/or language needs of the student in the domain of:
  - Communication

PRIVATE SCHOOL STUDENTS ARE NOT ELIGIBLE FOR FREE APPROPRIATE PUBLIC EDUCATION (FAPE).
STUDENTS WITH AN IEP
ELIGIBLE FOR SPEECH AND/OR LANGUAGE

* Parent should contact district PPPSS DRTs to request services
  - Tracy Aguilar: East and South County Private Schools
    - Email: tracy.aguilar@hcps.net
    - Phone: 813-273-7300
  - Michelle Baker Alfonso: Northwest and Tampa area Private Schools
    - Email: michelle.alfonso@hcps.net
    - Phone: 813-373-7018

**EMAIL is the preferred method of communication**

STUDENTS IN PRIVATE SCHOOLS ARE NOT ELIGIBLE FOR AN IEP

PARENT must initiate request to Tracy Aguilar or Michelle Baker Alfonso.

Students with an Individualized Education Plan (IEP) eligible for speech and/or language:
- IEP converts to Services Plan

Students with new speech and language concerns:
- Begin screening process

Requests are processed in the order in which they are received

Parents will be provided with a link to sign up for a meeting date and time through Sign Up Genius

Meetings are held every Thursday AM throughout the school year

Allowing families to sign up through Sign Up Genius gives them the opportunity to choose a time that works for them and they do not have to wait to hear from us.
Conversion Meetings (cont.)

- Once the parent has chosen a date and time for their meeting, the private school representative will be contacted and asked to attend the meeting at the scheduled date and time.
  - Meetings are scheduled on Thursday mornings three mornings per month.
  - School representatives can be any school staff member designated by the school.
- Private school representatives are a required member of the Services Plan team.
  - Private school representatives are designated by the private school.
  - The Private School Representative is often asked to assist in getting written input from the teacher during the scheduling process.

We know your time is valuable. Thank you for being an important part of this process.

STUDENTS WITH NEW SPEECH AND/OR LANGUAGE CONCERNS

- Parent must initiate request for screening by contacting Tracy Aguilar or Michelle Baker Alfonso:
  - michelle.alfonso@hcps.net
  - tracy.aguilar@hcps.net
- If the school personnel are the first to notice the concern:
  - Notify parent of concern.
  - Inform parent that services are available through the Hillsborough County School District.
  - Provide parent with contact information for Tracy Aguilar or Michelle Baker Alfonso.
- Once the parent initiates contact with Tracy Aguilar or Michelle Baker Alfonso:
  - Parents must complete requested documentation including consent for screening.

Parents initiate request for services. PPPSS is a parentally driven program.
OPTION 1 (Best Option 🌟)

• The parent brings the student to a screening event hosted at the Velasco Student Services Center
• Screenings are scheduled once a month on Thursday PM
• Appointments are scheduled through Sign Up Genius
• Prior to scheduling, the parent must provide district DRTs with signed permission for screening forms AND current hearing and vision screening results

The purpose of a screening is to determine if further testing is needed.

OPTION 2

• The student will be screened at the private school by a qualified speech-language pathologist.
• This option is available to families who are not able to attend the screening events.
• This option requires more steps in the process and may result in a longer timeline between when the screening is completed and when the meeting to discuss potential eligibility is held.

NEW PROCEDURE!

• Parent provides permission for screening
• Parent provides current hearing and vision results
• A link to the Sign up Genius is sent to the parent
• The parent schedules the screening via Sign Up Genius

• Parent and student attend the screening event.
• Screening is completed. Results will be either Pass or Refer
• If PASS:
  - Parent is notified of results
  - No further action is required
  - Student continues in current educational placement
If REFER for Speech:
- Parent is notified of referral.
- Parent is asked to provide informed written consent for evaluation.
- Evaluation is completed immediately if permission is granted.

If REFER for Language:
- Parent is notified of results.
- A meeting is scheduled with the parent and the school to review the results.
- The team determines next steps based on the student's current academic performance and needs.

Screening is assigned to Speech-Language Pathologist (SLP):
- SLP may be the current provider for the site or a designated diagnostician assigned to complete the screening.
- Assigned SLP will complete the screening at the private school (or virtually when appropriate).
- Screenings are completed in order of when they were received and based on the availability of the student and the private school.
- In most cases, the school will be contacted prior to the SLP arriving to complete the screening.
- If the SLP has a cancellation, he/she may arrive at the private school to request to complete the screening without contacting the school in advance.
Once screening is completed at the school results will either be PASS or REFER.

**IF PASS:**
- Parent is notified of results
- No further action is required
- Student continues in current educational placement

**IF REFER:**
- Parent is notified of results
- A meeting is held to obtain informed parent permission for evaluation
- Evaluation is completed once permission is obtained

Eligibility is based on HCS eligibility criteria

- Evaluation
  - Formal speech assessment
  - Intelligibility Measure
  - Oral Peripheral Observation
  - Parent/Teacher input

- Meeting held to determine eligibility or ineligibility
  - Performance on formal speech assessment compared to same-age peers
  - Must be educationally relevant
  - If eligible, SP is generated and reviewed with the team

- If eligible, parent permission for services is requested
  - Services are initiated once parent permission is obtained
Eligibility is based on HCS eligibility criteria.

**Evaluation**
- Response to Intervention (RTI) completed by private school personnel
- Formal language assessment
- Supportive language measures
- Parent/Teacher input

**Meeting held to determine eligibility or ineligibility**
- Must be educationally relevant based on RTI process
- Performance on language assessment(s) compared to same-age peers
- If eligible, SP is generated and reviewed with the team
- If eligible, parent permission for services is requested
  - Services are initiated once parent permission is obtained

**Response to Intervention??**

*Documentation of RTI is a required component of the language eligibility process*

**WHAT? WHY?**

- Response to Intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom. RTI is not just for students with special needs or a learning disability.

**Meetings**

Meetings are held to generate and annually review Services Plans in order for students to receive speech and language services in private schools.

- Tracy Aguilar or Michelle Baker Alfonso attend IEP meetings for the private schools across the county.
- Sites with a larger number of students receiving services have more frequent meetings throughout the year.
- Sites with fewer students or only one or two receiving services may only have one meeting per year.
- Meetings for new students are scheduled for the current month.

All meeting dates are scheduled based on DRT availability.
PPPSS DRTs attend ALL meetings for the private schools as the Local Agency Representative (LEA).

**Participants**

- **PARENT**
  - Provides feedback via teacher checklist
- **TEACHER**
  - For students age 12 or older
- **STUDENT**
  - Any individual designated by the school to participate in the meeting
- **PRIVATE SCHOOL REPRESENTATIVE**
  - Any individual designated by the school to participate in the meeting
- **SPEECH-LANGUAGE PATHOLOGIST (SLP)**
- **LOCAL AGENCY REPRESENTATIVE (LEA)**
- **PUBLIC SCHOOL DISTRICT ADMINISTRATOR**
  - For CST meetings
  - For Eligibility Meetings

**Types of Meetings**

**CONVERSION MEETING**
- Converts IEP to Services Plan for Speech and/or Language component of IEP

**PSLT/CST MEETING**
- Vision and hearing screening results are required prior to meeting
- Reviews results of the speech and/or language screening
- Requests parent permission for a speech and/or language evaluation

**ELIGIBILITY MEETING**
- Reviews the results of testing
- Determines if the student meets the Hillsborough County School district criteria for speech and/or language impairment
- Generates Services Plan, if eligible

**ANNUAL REVIEW MEETING**
- Reviews progress in therapy
- Updates Services Plan based on current needs

**DISMISSAL MEETING**
- Reviews progress in therapy
- Considers re-evaluation needs/results
- Removes student from speech and language services if dismissal criteria is met

**Meeting Process**

**WHAT TO EXPECT WHEN A MEETING IS BEING SCHEDULED:**

- **MEETING COORDINATOR (SLP) WILL CONTACT THE PRIVATE SCHOOL TO CONFIRM THAT THE PRIVATE SCHOOL REPRESENTATIVE IS AVAILABLE DURING THE PROPOSED MEETING DATE AND TIMES:**
  - Once date and times are confirmed, the meeting agenda will be provided to the private school representative and Tracy Aguilar.

- **MEETING LOCATION WILL BE DETERMINED. OPTIONS INCLUDE:**
  - In person at the private school
  - Remotely via telephone conference or video conference

- **MEETING NOTICE WILL BE GENERATED AND INVITATIONS SENT:**
  - Participants will be invited via one or more of the following:
    - Telephone call
    - Invitation sent with student
    - E-Mail
    - US Mail

- **MEETINGS WILL BE HELD DURING SCHEDULED DATE AND TIMES**

- **MEETING PAPERWORK WILL BE DISTRIBUTED VIA Adobe Acrobat Sign:**
  - Documents will be provided to parent and private school
  - Documents will be maintained by PPPSS DRTs using public school district programs
  - Work folders will be maintained by provider
COMMUNICATION ROCKS!
- Keep an OPEN MIND
- We are fortunate to have a variety of ways to engage in communication:
  - Many Modalities
  - Many Settings
  - Many Ways
  - With Many People

In Person
- Services are provided by the SLP or supervised SLP-A at the school site.

Virtual Services
- Services are provided through a virtual platform by a remote SLP with an SLP-A and/or facilitator present at the site.

Collaboration between the Provider and Private School is the Key to Success!
- Whether Virtual or In Person, services are provided at the private school during school hours.
- Students are served for minutes designated on individualized Services Plans.
- The provider and the private school determine the schedule based on student academic schedules and provider availability.
- Students are grouped for therapy at the provider's discretion based on needs and compatibility.
- Modifications to the schedule will be made based on the student's needs.

Services are provided to students while they are on campus at the private school.

We are proud to offer flexible service delivery models to best meet the needs of the students.

Collaboration between the Provider and Private School is the Key to Success!
Collaboration between the Provider and Private School is the Key to Success!

PPPSS services are parentally driven. If at any time the parent no longer wants the student to receive the services, the request must be made in writing by the parent to the providing therapist. When making the request to discontinue services, parents should provide the student’s full name, date of birth and school of attendance. Once the written request is received the student will be removed from the schedule. Parents can contact the PPPSS DRTs if they wish to reinstate services.

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WE LOVE OUR STUDENTS!

- Thank you for allowing us to work with students enrolled in your schools
- We are a team dedicated to providing excellent speech and language services to private school students

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Thank You!

Kimberly Breshears, MA, CCC-SP
kimberly@healthandharmony.com