

## PROCEDURES FOR PRIVATE PROVIDERS

### A. APPLICATION PROCEDURES

Requests to allow a private provider to deliver services for a student must be submitted by the parent in writing. The parent must provide the completed application packet to an individual who has been designated by the school to receive the information. The application packet must include the following information:

- [Application for Public-Private Collaboration \(FM 7514\)](#): The parent's application should describe the nature of each of the services requested. A completed form must be submitted for each private provider.
- [Agreement – Public/Private Collaboration \(FM-7515\)](#): The parent and service provider must review and sign form FM-7515.
- [Consent Form for Mutual Exchange of Information \(FM 2128\)](#): The parent must sign FM-2128 containing the contact information for each service provider and supervisor.

Upon receipt of the application packet from the parent, the principal is required to verify completion of each form and follow each step listed below:

- Request/verify proof of required certificate/license.
- Refer private providers to the district Fingerprinting Office, (305) 995-7472 to comply with required Level 2 background screening prior to granting access to the private provider.
- Authorize the day(s) of the week, time of day, and location of delivery for private collaborative services in the educational setting. Principals must ensure that the private therapy is *not* delivered on the same day that the district is providing the same type of therapy for the student.
- Provide a copy of all signed forms to the parent.
- Transmit a copy of FM-7514 by email to [ese@dadeschools.net](mailto:ese@dadeschools.net).
- Request copies of intervention and assessment plans from private providers and place all original forms and reports in the student's cumulative folder.

### B. VERIFICATION OF PRIVATE SERVICE PROVIDER CERTIFICATION/LICENSURE

- As set forth in Florida Statute 1003.572, private service providers must meet the standards of good moral character applicable to public school personnel and hold a valid and current certificate or license in their field.
- Verification of licensure for different service providers is available online at the websites listed below:
  - For psychologists, social workers, counselors, OT/PT and/or SLP, visit: <https://appsmqa.doh.state.fl.us/MQASearchServices/HealthCareProviders>.
  - For Board Certified Behavior Analysts (BCBA), Board Certified Behavior Assistant Analysts (BCaBA) or Registered Behavior Technicians (RBT), visit: <https://www.bacb.com/verify-certification/>
- BCaBAs must be supervised by a BCBA whose name must be included on form FM-7514. RBTs must be supervised by a BCaBA or a BCBA. Information regarding the supervising BCBA is included in the BACB certification registry listed above.

### **C. ADDITIONAL INFORMATION REGARDING CERTIFICATION FOR REGISTERED BEHAVIOR TECHNICIAN (RBT)**

- Registered Behavior Technicians (RBT) are primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT's supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. RBTs must practice under the close, ongoing supervision of a BCaBA or BCBA.
- The RBT must be supervised in-person at least one time per month and possibly more frequently. The name of the supervising BCBA or BCaBA must be included in form FM-7514. If a BCBA or BCaBA supervisor is not involved in the student's Public-Private Collaboration, please contact the Department of Exceptional Student Education (ESE) at 305-995-2037 for more information.
- RBTs must meet continuing certification requirements including receiving ongoing supervision and complying with the RBT Ethics Code. RBTs must renew their certification annually by passing the RBT Competency Assessment and completing a renewal application.

### **D. SCHEDULING AND IMPLEMENTATION OF PRIVATE THERAPY IN THE SCHOOL**

- To promote collaboration between the private provider and public school personnel, including the classroom teacher, *the principal* will authorize the day(s) of the week, time of the day, and location of delivery of private collaborative services in the educational setting.
- Principals must ensure that the private therapy is *not* delivered on the same day that the district is providing the same type of therapy for the student.
- Every effort should be made to ensure that private services will not disrupt instructional time.
- Private service providers must sign in and out through the school's main office. If services are provided outside of a student's classroom, it is recommended that a designated room within the school be utilized for the therapies and that instructional or administrative school staff be assigned to observe the collaborative therapy sessions. Only direct services and/or consultation should occur outside of the classroom setting.
- Schools must continue to provide services for students in accordance with each student's IEP or Section 504 Plan.
- The provision of private therapy services should not be documented in the student's IEP or Section 504 Plan.