Example of a Timeline Checklist for LEA Consultation with Private School Officials\*

| **Date Completed** | **Month** | **District Activity** | **Legal Basis\*\*** |
| --- | --- | --- | --- |
|  | **October in preparation for the next school year** | Obtain complete list of all private schools with students who are residents of the LEA.  Annually the LEA must contact officials of private schools with children who reside in the LEA regardless of whether the private school they attend is located in the LEA. The LEA must extend an invitation to officials of the private schools and convene a meeting with them at which LEA officials explain the intent of Title I and the roles of public and private school officials and provide opportunities for the private school officials to ask questions. | LEA uses list to ask all private school officials if they want their eligible students to participate in Title I the next school year.  See §1120(a) of the  *Elementary and Secondary*  *School Act.* |
|  | **November/December**  **in preparation for**  **the next school year** | Meet with private school officials to review timeline and consultation process. Establish a consultation calendar and procedures for collecting poverty data (i.e. data on low-income families). | See §1120(a) of the  *Elementary and Secondary*  *School Act.* |
|  | **December through**  **February in**  **preparation for the**  **next school year**  **December through**  **February in**  **preparation for the**  **next school year** | Obtain from principals or a central office serving a  group of private schools the following poverty  data (as appropriate) on private school students:  • Same poverty measure used to count public school students, which is usually free and reduced-priced lunch;  • Survey of private school parents asking for income data, address, and grade level of children from which the LEA must extrapolate these;  • Alternative poverty data such as scholarships, Temporary Aid to Needy  Families, Medicaid, etc.  ~or~  • Decide through consultation to use  Proportionality. | Private school students from low-income families who live  in Title I participating public school attendance areas  generate funds for  Instructional services.  See §1120©(1) &  §200.78(a)(2) of the Title I regulations. |
|  | **February/March**  **in preparation for**  **the next school year** | Match addresses of private school students  from low-income families to participating public  school attendance areas.  Estimate the amount of funds generated for instruction using the same estimated per-pupil amount as that used for public school students in participating public school attendance areas.  Meet with private school officials to discuss  poverty data collected, amount of estimated  instructional funds generated, and determine if funds will be pooled, not pooled, or a combination of both options. | See §1120(b)(1)(f) & (2) and  §200.64(a). |
|  | **March/April**  **in preparation for**  **the next school year**  **March/April**  **in preparation for**  **the next school year** | Determine the multiple, educationally related,  objective criteria to be used to select eligible  students (educationally needy students who reside in Title I attendance areas) in consultation with private school officials.  Obtain from private school officials lists of names, addresses, and grades of private school students who meet the criteria.  From these lists, select for Title I services those  students most at-risk of failing, as decided in  consultation.  Discuss with private school officials the needs  of selected students, appropriate Title I services  to serve those needs, and location of services.  Design services that meet participants’ needs  based on consultation, using the estimated  amount of funds generated by private school students from low-income families, and the equitable share of funds reserved for districtwide instructional activities.  Determine with private school officials the  standards and annual assessments for  measuring progress of the Title I program.  Define annual progress. Determine criteria for  making program modifications when annual  progress is not achieved.  Assess the achievement of **current year’s**  program using the standards previously agreed upon last year.  After appropriate consultation, make  modifications to next year’s Title I program, if annual progress has not been met. | Multiple, educationally related, objective criteria required under §1115(b). See §200.62(b).  See §1120(b).  See §200.62(b)(2).  See §200.62(b)(2).  See §200.64.  LEA must assess quality and effectiveness of Title I  program each year. LEA modifies the design of services if annual progress is not met.  See §1120(b)(1)(D) and  §200.63(b)(5). |
|  | **April/June**  **in preparation for**  **the next school year**  **April/June**  **in preparation for**  **the next school year** | Determine in consultation with private school officials the professional development and  parent involvement needs of private school  teachers and families of private school participants.  Design activities that LEA will implement the  next school year (independently or in  conjunction with LEA activities) for teachers  and families of participants.  Inform private school officials of tentative program designs, service delivery models,  number of Title I participants, allocations, location of services, and estimated costs.  Provide opportunities for private school officials  to comment.  Update private school officials if there are any changes. Generate a list of students who will  receive Title I services beginning in September  of the next school year.  Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. Consultation must be ongoing, however, and  should continue throughout the school year.  Complete all necessary reports, contract  negotiations, ordering of materials, hiring of teachers, etc. Consultation should be completed for the next school year prior to LEA submitting its Title I application to the SEA. | Equitable services for  teachers and families of participants apply to funds reserved under §§1118 and 1119.  See §1120(a) and §200.65.  LEAs must provide  opportunities for consultation with private school officials if program is modified or private school officials request more discussion.  See §1120(b) and §200.63.  See §1120(b)(4) and  §200.63©.  These actions ensure that programs will begin at the start of the school year.  See §1120(a)(3) and  §200.62(a)(1). |
|  | **August**  **in preparation for**  **the beginning of**  **school year** | Report on readiness of Title I program for private school participants to private school officials. | Private school officials should be aware how LEA will implement the program in September, including staffing,  number of students to be served, location, etc.  See §1120(b)(2) and  §200.63©. |
|  | **September of school**  **year** | LEA begins Title I services for students identified the previous spring as participants and provides private school officials with their names, services to be provided, and names of Title I teachers.  Obtain a list of newly enrolled students who  meet eligibility criteria. Consult with private  school officials on how new students might be  accommodated in the program. Initiate professional development and parent involvement activities based on previous spring’s consultation.  Initiate professional development and parent  involvement activities based on previous  spring’s consultation. | See §1120(a)(1) and  §200.62(a)(1).  See §200.65. |
|  | **October of school**  **year** | LEA provides information about possible  adjustments and program changes to private  school officials.  Start planning for the next school year’s  consultation cycle. | See §1120(b)(2) and  §200.63©. |

\**Source: U. S. Department of Education, Private Schools Toolkit, 2006*

*\*\*This column references Title I, Sec. 1120 and 34 CFR 200.*