Equitable Services to Private Schools

Suggested Timeline Based on the Calendar Year

### January – March: Intent to participate, beginning consultation

* For Title IA, LEA contacts officials of any private schools with children who reside in the LEA, regardless of whether the private school they attend is located in the LEA boundaries.
* For Title IC, IIA, IIIA & IVA, LEA contacts officials of private schools within the LEA boundaries.
* LEA extends an invitation to officials of the private schools and convenes a meeting to explain the intent of each of the Federal programs for which the LEA participates and the roles of public and private school officials. (It is not adequate consultation to send a letter explaining the intent of each of the Federal Programs.)
* After first meeting, the private school must complete the Intent to Participate form and return it to the LEA. Copies of the “Intent to Participate” forms will be uploaded in the Equitable Services section of the Consolidated State and Federal Grant Application (CFSGA).
* For all programs, review the submitted data and determine the funds for the equitable services.
  + Review the private school lists and determine the number of eligible students and the total number of enrolled students.
* Schedule a consultation meeting with the private school officials who indicated “Intent to Participate” in the district's Federal programs.
* Discuss what will be required for the needs assessment for each program the private school is interested in services and participation.

Note: The above items should be completed before May 1st.

### April – May: Budgets, Program Planning, Evaluation

* Hold the consultation meeting to discuss each of the topics covered on the “Affirmation of Consultation” form. The following list are examples of topics to cover:
  + Proportionate share of the funds and how this amount was determined.
  + Transferability – if the district is planning on moving funds from one program to another,
  + What services will be offered.
  + How, when, where, and by whom those services will be provided.
  + When those services will start.
  + How the needs of the eligible children will be identified.
  + How the programs will be evaluated: What standards and assessments will be used? What will be annual progress, and what percentage of participants must meet that progress in order for the program to be effective?
  + Professional development needs of the private school teachers based on the most recent student assessment data.
  + Needs of the parents of participants: How can parents better support their children's instruction?
* Complete the Affirmation of Consultation form with the private school officials. Prepare the Intent to Participate (for all private schools, participating or not) and the Affirmation of Consultation to upload in the Equitable Services section of the CFSGA.
* Discuss effectiveness of the current services with participating schools as part of the evaluation.
* Review inventory of items purchased for the private schools use to ensure they are still available for intended use.

Note: Consultations must be completed prior to writing the Consolidated Federal and State Grant Application (CFSGA) to allow for accurate information in the program budgets.

### May-June: Budgets, Program Planning, Evaluation

* Include the student count/school data for Equitable Services in the LEA’s CFSGA to calculate the proportionate share.
* Update the equitable services section of the program budgets in the CFSGA with specific information for each private school.
* Finalize the design for each participating program - ensure materials have been ordered, LEA personnel who are providing the services are in place, and service start date is firm.
* Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
* Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
* Review current year's assessment data for current year participants to determine if any adjustments to instruction and/or professional development are required.
* Collect equipment and materials purchased with equitable services funds to allow district to maintain control of funds and equipment, as appropriate.

Note: Budgets and planning should be completed by June 30th to allow for the submission of the CFSGA and for services to start at the beginning of the school year.

### September - October: Program Implementation

* Begin program/services once school has begun.
* Review the implementation of the program for the first month.
* Discuss the changes in roster of eligible children and the possibility of adding children to the program, as needed, depending on space and time.
* Review the process for coordinating the program services with classroom teachers, as applicable.
* Review implementation of the professional development program, if appropriate.
* Review implementation of the parental involvement program, if applicable.

### November - April: Program Implementation

* Continue to review the implementation of the programs and adjust as necessary.
* Evaluate the effectiveness of the services provided. Determine changes needed for the following year if the school will be participating.
* If materials or equipment are purchased for the private schools use, complete inventories.

For Questions Contact

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