

# Equitable Services

The Consultation Process In Action

June 27, 2018



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

**Dr. Rajeeni Clay-Scott**

Private School Coordinator

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Equitable Services Ombudsman

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Overview

# Overview

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- Equitable Services Requirements
- The Consultation Process in Action – **SAMPLE** Evidence of Implementation
- What's Next – FY19 Timeline
- Q&A

# Equitable Services Requirements

# Equitable Services Requirements

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The Every Student Succeeds Act (ESSA), requires local educational agencies (LEAs) to provide for the equitable participation of private school students, teachers and, in some cases, parents and other education personnel in some of the ESSA's major programs.

# Programs Requiring Equitable Services

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- Title I, Part A – Improving Basic Programs Operated by LEAs
- Title I, Part C – Education of Migratory Students
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A – Student Support and Academic Enrichment Grant
- Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers

Sec. 8501(b)(1)



# Consultation Process

**Timely and meaningful consultation** between the LEA and private school officials during the design and development of the services is required on such issues as:

- How students' needs will be identified;
- What services will be offered;
- How, where, when, and by whom the services will be provided, including a thorough consideration and analysis of the views of private school officials on the provision of services through potential third-party providers; (discuss other possible delivery options)

# Consultation Process (cont'd)

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- How the services will be assessed; how assessment results will be used to improve the services;
- The size and scope of the equitable services to be provided, the amount of funds available for services, and how that amount was determined;
- How and when the public school district (or other entity) will make decisions about the delivery of services;

# Consultation Process (cont'd)

- Whether to pool funds to provide services for school groupings, or use a school-by-school approach; and
- Whether to “coordinate” services using Title I-A funds and non-Title I-A funds.

[Sec.8501(c)(1)(A-H)]

Consultation can take place during a series of meetings through which the district's Final Equitable Services Plan for a private school is developed for each ESSA program in which the private school intends to participate.

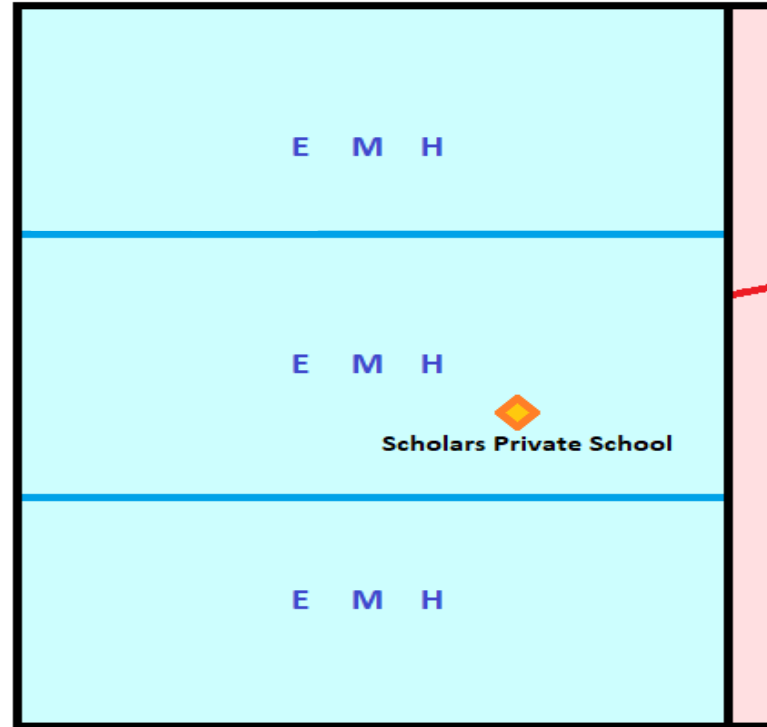
# The Consultation Process In Action

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**SAMPLE** Evidence of  
Implementation

# Learning Public School District

## Learning Public School District



# Initial Contact and Intent to Participate

# Initial Contact Letter

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

January 3, 2018

Dear Mr. Leonard:

Each year the Mississippi Department of Education requires Learning School District to inform area private schools of the possibility of their participating in all federally funded grant programs available to the Learning School District for school year 2018-19, including:

- *Title I, Part A (Improving Basic Programs);*
- *Title II, Part A (Supporting Effective Instruction);*
- *Title IV, Part A (Student Support and Academic Enrichment Grants); and*

It is the district's responsibility to ascertain whether your school wishes to participate in one or more of these federally funded programs. Only non-profit schools may participate.

To indicate a desire to participate in one or more of the above-listed programs to the extent your school is subsequently determined to be eligible, **complete the Intent to Participate form included below and return to the Federal Programs Director at the School District address indicated below.**

The **deadline** for your response is February 2, 2018. A private school that does not respond by the deadline will be considered non-participating.

Upon receipt of your school's **Intent to Participate** form, the identified private school representative will be contacted in order to begin consultation about equitable services programs.

If you do not intend to participate in any equitable services programs for school year 2018-19, please mark the appropriate box and return the form to us.

Sincerely,



Charlie Brown  
Federal Programs Director  
Learning School District  
1234 Education Way, Schooltown, MS  
(662) 222-3344

# Initial Contact Letter (cont'd)

## ESSA Program Descriptions

### **Title I, Part A: Improving Basic Programs**

Title I-A, provides supplemental educational services for *eligible* private school students in need of instructional support. An academic needs assessment is necessary in order to determine the eligibility of students in the private school.

The goal of Title I-A, is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards.

The proportional allocation of funds is based on low-income data. Participating private school students from low-income families who generate funding are not necessarily the at-risk students who will receive services.

### **Title II, Part A: Supporting Effective Instruction**

Title II-A funds are made available to improve teaching and student learning in the core subject areas. Activities provide sustained and intensive high-quality professional development for teachers, administrators and staff that can help students achieve high academic standards.

Funds are available in equal proportion for public and participating private schools per school enrollment.

### **Title IV, Part A: Student Support and Academic Enrichment Grants**

Title IV-A – the Student Support and Academic Enrichment (SSAE) program – is intended to increase the capacity of local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and enhance the use of technology in order to improve the academic achievement and digital literacy of all students.

Funds are available in equal proportion for public and participating private schools per school enrollment.



# Private School Intent to Participate

## Learning School District Private School Intent to Participate - 2018-19 school year

(to be completed by Private School and returned to School District within 30 days of post-mark)

Name of Private School: Scholars Private School School Code:           

The school's business model is: ☒ Non-profit ☐ For-profit (not eligible for equitable services)

Private School Address: 1357 Scholars Way Schooltown, MS 39999

### Private School Representative

Name: <u>Pete Leonard</u>	Title: <u>Headmaster</u>
Phone: <u>(662) 222-5544</u>	Email: <u>petel@scholars.net</u>
Signature: <u>Pete Leonard</u>	Date: <u>1/24/18</u>

☐ We do not intend to participate in any equitable services programs for school year 2018-19.  
(If choosing not to participate, stop here, and return this form to the school district.)

☒ Assuming we are determined during consultation to be eligible to participate, we intend to participate in the following 2018-19 equitable services programs identified in the contact letter as being offered by the school district:

☒ Title I-A ☒ Title II-A ☒ Title IV-A

Grades/Enrollment (current) at Private School:

K	<u>17</u>	7
1	<u>21</u>	8
2	<u>24</u>	9
3		10
4		11
5		12
6		Total

☐ The private school received equitable services during the preceding school year, or  
☒ The private school is seeking to receive equitable services for the first time.

If participating, the Private School will be contacted when this form is returned to the District.

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School District: Upload the returned form to MCAPS by April 6, 2018.

# Consultation Meeting Invitation

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

January 29, 2018

Dear Mr. Leonard:

Thank you for responding to the Private School Intent to Participate form. You selected that your school intends to participate in the equitable services programs available for the 2018-19 school year. We would like to schedule a meeting to begin the consultation process to provide more information about equitable services requirements and to begin the design and development of the equitable services for your students, teachers, parents, and other educational personnel.

Please choose from the following dates/times that representatives from your school/organization are available to meet:

\_\_\_\_\_ February 6, 9:00 a.m.

\_\_\_\_\_ February 7, 3:30 p.m.

\_\_\_\_\_ February 8, 6:00 p.m.

If representatives are not available for one of the dates/times above, please provide your availability below.

\_\_\_\_\_  
We will contact you by phone and/or email to confirm our scheduled meeting. We look forward to working with you.

Sincerely,



Charlie Brown  
Federal Programs Director  
Learning School District  
1234 Education Way, Schooltown, MS  
(662) 222-3344

# Consultation Meeting #1

## 20

# Consultation Meeting #1 (cont'd)

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Equitable Services Consultation Meeting

February 7, 2018

#### Agenda

- A. ESSA Programs Available for Participation
- B. LEA/Private School Disagreements
- C. Examples of Available Services
- D. Single-School Services or “Pooling” Plan
- E. Consolidation and Coordination
- F. Poverty Criteria
- G. Student Participation Criteria
- H. Submissions Prior to Next Meeting
  - 1. Grade level and address for students who met the poverty criteria and reside in the LEA’s participating public-school attendance areas (**submit all related documentation by February 16, 2018 - COB**)
- I. Next Meeting Agenda
  - 1. Identify Needs Using Data
  - 2. Consultation Checklist

#### Notes:

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**OPTIONAL – Add meeting minutes & ask all participants to sign at the conclusion of the meeting**

# Consultation Meeting #1 (cont'd)

## ESSA Program Descriptions

### **Title I, Part A: Improving Basic Programs**

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The goal of Title I-A, is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards.

The proportional allocation of funds is based on low-income data. Participating private school students from low-income families who generate funding are not necessarily the at-risk students who will receive services.

### **Title II, Part A: Supporting Effective Instruction**

Title II-A funds are made available to improve teaching and student learning in the core subject areas. Activities provide sustained and intensive high-quality professional development for teachers, administrators and staff that can help students achieve high academic standards.

Funds are available in equal proportion for public and participating private schools per school enrollment.

### **Title IV, Part A: Student Support and Academic Enrichment Grants**

Title IV-A – the Student Support and Academic Enrichment (SSAE) program – is intended to increase the capacity of local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and enhance the use of technology in order to improve the academic achievement and digital literacy of all students.

Funds are available in equal proportion for public and participating private schools per school enrollment.

# Consultation Meeting #1 (cont'd)

## Learning School District

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### Examples of Services Under ESSA Programs

#### Title I, Part A

- Instruction outside the regular classroom;
- Extended learning time (before and after school and in the summer);
- Family literacy programs;
- Early childhood education programs;
- Counseling;
- Home tutoring;
- Instruction using take-home computers;
- Computer-assisted instruction; and
- Combination of services listed above.

#### Title II, Part A

- providing high-quality, personalized professional development for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.

# Consultation Meeting #1 (cont'd)

## Title IV, Part A

Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> <li>Improving access to foreign language instruction, arts, and music education</li> <li>Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent<sup>5</sup> enrollment programs and early college high schools<sup>6</sup></li> <li>Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>Promoting community and parent involvement in schools</li> <li>Providing school-based mental health services and counseling</li> <li>Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>Establishing or improving dropout prevention</li> <li>Supporting re-entry programs and transition services for justice-involved youth</li> <li>Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>Implementing systems and practices to prevent bullying and harassment</li> <li>Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>Building technological capacity and infrastructure</li> <li>Carrying out innovative blended learning projects</li> <li>Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>



# Consultation Meeting #1 (cont'd)

## Counting Eligible Private School Children

To determine the number of low-income families residing in participating attendance areas, LEAs must work with private school officials to obtain poverty data about enrolled students. The measure used to count private school students must be the same or comparable to the measure used to count public school students. Although the LEA is required to seek input from private school officials on the most effective method to collect poverty data, the district retains the authority to decide how eligible children will be counted.

Section 1117(c)(1) of ESEA outlines four methods LEAs may use to calculate the number of eligible private school students:

1. **Use the same poverty measure used to count eligible public school students.** For example, if the LEA uses free and reduced price lunch program participation as its data source and the private school participates in the FRPL program, that data should be used to count eligible private school students. The LEA may also use a comparable data source (such as Temporary Assistance to Needy Families or a tuition scholarship program), that uses a similar income eligibility threshold.
2. **Conduct a survey of enrolled private school families to obtain comparable data.** Private school officials may survey enrolled families to obtain income data, which may be applied to the threshold used to determine FRPL eligibility. Survey data should be extrapolated if not all private school families respond to the survey. For example, if 50 percent of enrolled families residing in a given attendance area return the private school survey, and if half of those families are determined to fall below the income eligibility threshold, then 50 percent of families that did not return the survey may be assumed to be eligible. The statute says that the survey should, to the extent possible, protect the identity of families of private school students.
3. **Use proportionality to apply the low-income percentage of public school children to the number of private school children residing in each attendance area.** For example, if 50 percent of public school students residing in a given attendance area are from low-income families, then 50 percent of private school students residing in the same area may be assumed to be from low-income families.
4. **Use an equated measure of income that correlates to the same measure used to count public school children.** For example, by determining the percentage of public school children eligible for TANF who are also eligible for FRPL, an LEA may assume that an equal percentage of TANF-eligible private school students would also qualify for FRPL.



# Consultation Meeting #1 (cont'd)

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Equitable Services Participation Criteria Checklist

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**\*Please attach documentation for each area selected.**

Tier I (1 – 5 points for each selected)

- ☐ Parent Request
- ☐ Teacher Referral (observation)
- ☐ Weekly Progress Report

Tier II (5 – 10 points for each selected)

- ☐ Teacher Referral (term grades)
- ☐ Previous Year Retention
- ☐ End-of-Year Assessments Results
- ☐ Beginning-of-Year Screener Results

Tier III (20 points for each selected)

- ☐ Multiple Retentions
- ☐ Performs 2 or more years below grade level on universal screening results

# Consultation Checklist

Where are we after our first meeting?

# Consultation: Where are we?

## Consultation Meeting(s): Title I-A services discussion checklist

The following checklist is a compiled plain-language rendering of the components of ESSA §1117(b)(1)(A)-(L) and (b)(4), reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to conduct an economic survey of parents or submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

*introduced/ requested*

- ☐ (1) Size and scope: Identify the amount of funds available for services, and how that amount is determined. If the district's initial Title I allocation was greater than \$500,000, one percent of the private school's equitable share must be allocated for "parent and family engagement" activities.
- ☒ (2a) Whether single-school services will be provided specific to the single private school, or whether a "pooling" plan will be place involving pooled funding for multiple private schools.
- ☒ (2b) Should funds from other (non-Title I-A) ESSA programs for which the private school receives equitable services be "consolidated and coordinated" with the Title I-A funds to essentially target the Title I-A service recipients and their teachers exclusively with all available equitable services?

*introduced*

- ☐ (3a) The private school should identify and explain its needs.
- ☐ (3b) Identify the Title I-A services that will be provided in response to the private school's needs.
- ☒ (3c) How will the at-risk students who receive the Title I-A services be identified?
- ☐ (4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.
- ☐ (5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?
- ☐ (6) How will the school district make decisions about delivery of services?

*introduced*

- ☐ (7) Discuss that if any disagreement involving any of the above points of Title I-A consultation remains unresolved when the school district submits its Final Equitable Services Plan to the private school for inspection and certification, the district will provide a written explanation of the disagreement and analysis of the reasons for the district's decision to overrule the private school's request or point of view. This written explanation of disagreement shall be attached to the Final Equitable Services Plan.

# Consultation: Where are we? (cont'd)

## Consultation Meeting(s): non-Title I-A services discussion checklist

Assuming any non-Title I-A services (Title I-C, II-A, III-A, IV-A and/or IV-B) are available in the district and the private school seeks the services, identify the Title(s) under which the services are offered and briefly identify the proposed service in the space provided below:

Non-Title I-A services		
Title	Both Funded & Sought?	If available in the district and sought by the private school, identify proposed service below:
I-C	Yes / No	
II-A	Yes / No	
III-A	Yes / No	
IV-A	Yes / No	
IV-B	Yes / No	

The following checklist is a compiled plain-language rendering of the components of ESSA §8501(c)(1)(A)-(H) and (c)(4), listing issues to be discussed in the Title I-C, II-A, III-A, IV-A and IV-B portions of consultation. These components have been reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

For each Title-program marked “Yes” and identified in the table above, discuss the following:

I-C	II-A	III-A	IV-A	IV-B	Topics and Issues for Consultation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1) Size and scope: Identify the amount of funds available for services, and how that amount is determined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2a) Discuss whether single-school services will be provided specific to the single private school, or whether a “pooling” plan will be place involving pooled funding for multiple private schools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2b) Discuss the “consolidation and coordination” of non-Title I-A program funds with Title I-A funds (if available) and whether this method might effectively address the private school’s needs. Only applicable if Title I-A funds are present.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3a) The private school should identify and explain its needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3b) What services will be provided in response to the private school’s identified needs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3c) If a sub-set of students will receive these services, by what means are these students identified/ selected?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(6) How will the school district make decisions about delivery of services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(7) Discuss that if any disagreement remains unresolved concerning the private school’s request for a contractor to provide services, the district must document the reasons the district decided against using the contractor to provide the service. This written disagreement will become a permanent attachment to the finalized <i>Plan</i> .

{ same }

If the district **disagrees** (final, unresolved disagreement) with any private school **request for a contractor** for any **non-Title I-A** service, the district must attach (to the *Final Equitable Services Plan*) in writing the reasons the district decided against using a contractor to provide the service. Disagreements on other **non-Title I-A** matters need not be documented in writing.

# Consultation Meeting #2



# Consultation Meeting #2 (cont'd)

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Equitable Services Consultation Meeting

March 7, 2018

#### Agenda

##### A. Updates

##### B. Consultation Checklist

1. Title I, Part A
2. Title II, Part A
3. Title IV, Part A

##### C. Submissions Prior to Next Meeting

1. Verify March enrollment and update, **if needed**, the list with grade level and address for students who met the poverty criteria and reside in the LEA's participating public-school attendance areas (**submit all related documentation by April 6, 2018 - COB**).

##### D. Next Meeting Agenda

1. Review Identified Needs
2. Equitable Services Plan

#### Notes:

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# Consultation Meeting #2 (cont'd)

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Students Residing in Title I-A Participating Public-School Attendance Areas for Scholars Private School

Address	Grade	Title I-A Participating Attendance Area	Non- Participating Attendance Area
1256 Murphy Lane	K	Yes	
1836 Johnson Drive	K	Yes	
103 Terry Road Apt. 6	K	Yes	
122 Dorgan Street	K	Yes	
1693 Murphy Lane	K	Yes	
6026 Coffee Road	K	Yes	
1545 Johnson Drive	1 <sup>st</sup>	Yes	
606 Briars Bend	1 <sup>st</sup>	Yes	
1226 Cherry Lane	1 <sup>st</sup>	Yes	
109 Dorgan Street	1 <sup>st</sup>	Yes	
1800 President Way Apt. B-4	1 <sup>st</sup>	Yes	
2320 Murphy Lane	1 <sup>st</sup>	Yes	
925 Helen Drive	2 <sup>nd</sup>	Yes	
207 Terry Road Apt. 1	2 <sup>nd</sup>	Yes	
359 Griffith Parkway	2 <sup>nd</sup>	Yes	
725 Lee Street	2 <sup>nd</sup>	Yes	

# Consultation Meeting #2 (cont'd)

## CONSULTATION CHECKLIST

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), requires that timely and meaningful consultation occur between the public school district and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in equitable services programs under the Act, including Title I-A, and, if available, programs under Titles I-C, II-A, III-A, IV-A, and IV-B. Consultation shall continue throughout the implementation and assessment of activities.

Per ESSA, the district and private school shall consult and “both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children,” the results of which agreement – the district’s Final Equitable Services Plan for the individual private school – shall be transmitted to the State Ombudsman. The district is the final decision-making authority regarding delivery of services, but shall provide eligible private school children equitable services “as requested by the private school officials to best meet the needs of such children.” A dispute resolution procedure is available to resolve any unresolved disagreements between the parties. Provide a copy of this checklist to both parties participating in the consultation.

### Parties to Equitable Services Consultation

Local Education Agency (School District)	Private School
District name: Learning School District	Private School name: Scholars Private School
District address: 1234 Education Way, Schooltown, MS 39999	Private School address: 1357 Scholarly Way, Schooltown, MS 39999
District Representative: Charlie Brown	Private School Representative: Pete Leonard
Phone/email: (662) 222-3344	Phone/email: (662) 222-5566

The following equitable services programs are available:

- ☒ Title I, Part A (Improving Basic Programs);
- ☐ Title I, Part C, (Education of Migratory Children);
- ☒ Title II, Part A (Supporting Effective Instruction);
- ☐ Title III, Part A (Language Instruction for English Learners and Immigrant Students);
- ☒ Title IV, Part A (Student Support and Academic Enrichment Grants); and
- ☐ Title IV, Part B (21<sup>st</sup> Century Community Learning Centers)

The following equitable services programs are sought by the private school:

- ☒ Title I, Part A (Improving Basic Programs);
- ☐ Title I, Part C, (Education of Migratory Children);
- ☒ Title II, Part A (Supporting Effective Instruction);
- ☐ Title III, Part A (Language Instruction for English Learners and Immigrant Students);
- ☒ Title IV, Part A (Student Support and Academic Enrichment Grants); and
- ☐ Title IV, Part B (21<sup>st</sup> Century Community Learning Centers)

# Consultation Meeting #2 (cont'd)

## Consultation Meeting(s): Title I-A services discussion checklist

The following checklist is a compiled plain-language rendering of the components of ESSA §1117(b)(1)(A)-(L) and (b)(4), reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to conduct an economic survey of parents or submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

- ☐ (1) Size and scope: Identify the amount of funds available for services, and how that amount is determined. If the district's initial Title I allocation was greater than \$500,000, one percent of the private school's equitable share must be allocated for "parent and family engagement" activities.
- ☐ (2a) Whether single-school services will be provided specific to the single private school, or whether a "pooling" plan will be place involving pooled funding for multiple private schools.
- ☐ (2b) Should funds from other (non-Title I-A) ESSA programs for which the private school receives equitable services be "consolidated and coordinated" with the Title I-A funds to essentially target the Title I-A service recipients and their teachers exclusively with all available equitable services?
- ☐ (3a) The private school should identify and explain its needs.
- ☐ (3b) Identify the Title I-A services that will be provided in response to the private school's needs.
- ☐ (3c) How will the at-risk students who receive the Title I-A services be identified?
- ☐ (4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.
- ☐ (5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?
- ☐ (6) How will the school district make decisions about delivery of services?
- ☐ (7) Discuss that if any disagreement involving any of the above points of Title I-A consultation remains unresolved when the school district submits its Final Equitable Services Plan to the private school for inspection and certification, the district will provide a written explanation of the disagreement and analysis of the reasons for the district's decision to overrule the private school's request or point of view. This written explanation of disagreement shall be attached to the Final Equitable Services Plan.

# Consultation Meeting #2 (cont'd)

## Consultation Meeting(s): non-Title I-A services discussion checklist

Assuming any non-Title I-A services (Title I-C, II-A, III-A, IV-A and/or IV-B) are available in the district and the private school seeks the services, identify the Title(s) under which the services are offered and briefly identify the proposed service in the space provided below:

Non-Title I-A services		
Title	Both Funded & Sought?	If available in the district and sought by the private school, identify proposed service below:
I-C	Yes / No	
II-A	Yes / No	
III-A	Yes / No	
IV-A	Yes / No	
IV-B	Yes / No	

The following checklist is a compiled plain-language rendering of the components of ESSA §8501(c)(1)(A)-(H) and (c)(4), listing issues to be discussed in the Title I-C, II-A, III-A, IV-A and IV-B portions of consultation. These components have been reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

For each Title-program marked “Yes” and identified in the table above, discuss the following:

I-C	II-A	III-A	IV-A	IV-B	Topics and Issues for Consultation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1) Size and scope: Identify the amount of funds available for services, and how that amount is determined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2a) Discuss whether single-school services will be provided specific to the single private school, or whether a “pooling” plan will be place involving pooled funding for multiple private schools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2b) Discuss the “consolidation and coordination” of non-Title I-A program funds with Title I-A funds (if available) and whether this method might effectively address the private school’s needs. Only applicable if Title I-A funds are present.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3a) The private school should identify and explain its needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3b) What services will be provided in response to the private school’s identified needs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3c) If a sub-set of students will receive these services, by what means are these students identified/ selected?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(6) How will the school district make decisions about delivery of services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(7) Discuss that if any disagreement remains unresolved concerning the private school’s request for a contractor to provide services, the district must document the reasons the district decided against using the contractor to provide the service. This written disagreement will become a permanent attachment to the finalized Plan.

If the district **disagrees** (final, unresolved disagreement) with any private school **request for a contractor** for any **non-Title I-A** service, the district must attach (to the *Final Equitable Services Plan*) in writing the reasons the district decided against using a contractor to provide the service. Disagreements on other **non-Title I-A** matters need not be documented in writing.

# Consultation Meeting #2 (cont'd)

## Title I, Part A Equitable Services (Based on 85% of FY18 Allocation)

Public School Attendance Area	Learning School District Enrollment	Scholars Private School (# of Eligible Students/Enrollment)	Total Number of Students
A	200	3	203
B	250	6	256
C	350	7	357
<b>Total</b>	<b>800</b>	<b>16</b>	<b>816</b>
Proportionate Share of \$850,000.00	$800/816 = 0.98$ $\$850,000.00 \times 0.98 =$ <b>\$833,000.00</b>	$16/816 = 0.02$ $\$850,000.00 \times 0.02 =$ <b>\$17,000.00</b>	

# Consultation Meeting #2 (cont'd)

## Parent and Family Engagement

Proportionate Share of LSD's Title I Allocation for Equitable Services	1% for Parent and Family Engagement	Proportionate Share for Equitable Services for All Other Services to be Provided
\$17,000.00	$\$17,000.00 \times 0.01 = \$170$	$\$17,000.00 - \$170.0 = \$16,830.00$

# Consultation Meeting #2 (cont'd)

## Title II, Part A (Based on 85% of FY18 Allocation)

<b>A: Number of Students</b>	
A1 Learning School District Enrollment	800
A2: Scholars Private School Enrollment	62
A3: Total Enrollments (A1 + A2)	862
<b>B: Title II, Part A Allocation</b>	
B1: Total LEA Allocation	\$850,000.00
B2: Administrative Cost (for public and private school programs)	\$5,000.00
B3: LEA Allocation minus Administrative Costs (B1 – B2)	\$845,000.00
<b>C: Per Pupil Rate</b>	
C1: B3 divided by A3	\$980.28
<b>D: Equitable Services</b>	
Amount available for equitable services for Scholars Private School teachers and other educational personnel (A2 x C1)	\$60,777.36

# Consultation Meeting #2 (cont'd)

## Title IV, Part A

(Based on \$10,000.00 minimum allocation)

<b>A: Number of Students</b>	
A1 Learning School District Enrollment	800
A2: Scholars Private School Enrollment	62
A3: Total Enrollments (A1 + A2)	862
<b>B: Title IV, Part A Allocation</b>	
B1: Total LEA Allocation	\$10,000.00
B2: Administrative Cost (for public and private school programs)	
B3: LEA Allocation minus Administrative Costs (B1 – B2)	\$10,000.00
<b>C: Per Pupil Rate</b>	
C1: B3 divided by A3	\$11.60
<b>D: Equitable Services</b>	
Amount available for equitable services for Scholars Private School teachers and other educational personnel (A2 x C1)	\$719.20



# Consultation Checklist

Where are we after our  
second meeting?

# Consultation: Where are we?

## Consultation Meeting(s): Title I-A services discussion checklist

The following checklist is a compiled plain-language rendering of the components of ESSA §1117(b)(1)(A)-(L) and (b)(4), reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to conduct an economic survey of parents or submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

in progress (pending  
FY19 pre-allocation)

- ☐ (1) Size and scope: Identify the amount of funds available for services, and how that amount is determined. If the district's initial Title I allocation was greater than \$500,000, one percent of the private school's equitable share must be allocated for "parent and family engagement" activities.
- ☒ (2a) Whether single-school services will be provided specific to the single private school, or whether a "pooling" plan will be place involving pooled funding for multiple private schools.
- ☒ (2b) Should funds from other (non-Title I-A) ESSA programs for which the private school receives equitable services be "consolidated and coordinated" with the Title I-A funds to essentially target the Title I-A service recipients and their teachers exclusively with all available equitable services?

in progress

in progress

- ☐ (3a) The private school should identify and explain its needs.
- ☐ (3b) Identify the Title I-A services that will be provided in response to the private school's needs.
- ☒ (3c) How will the at-risk students who receive the Title I-A services be identified?

introduced

- ☐ (4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.

introduced

- ☐ (5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?

introduced

in progress

- ☐ (6) How will the school district make decisions about delivery of services?
- ☐ (7) Discuss that if any disagreement involving any of the above points of Title I-A consultation remains unresolved when the school district submits its Final Equitable Services Plan to the private school for inspection and certification, the district will provide a written explanation of the disagreement and analysis of the reasons for the district's decision to overrule the private school's request or point of view. This written explanation of disagreement shall be attached to the Final Equitable Services Plan.

# Consultation: Where are we? (cont'd)

## Consultation Meeting(s): non-Title I-A services discussion checklist

Assuming any non-Title I-A services (Title I-C, II-A, III-A, IV-A and/or IV-B) are available in the district and the private school seeks the services, identify the Title(s) under which the services are offered and briefly identify the proposed service in the space provided below:

Non-Title I-A services		
Title	Both Funded & Sought?	If available in the district and sought by the private school, identify proposed service below:
I-C	Yes / No	
II-A	Yes / No	
III-A	Yes / No	
IV-A	Yes / No	
IV-B	Yes / No	

The following checklist is a compiled plain-language rendering of the components of ESSA §8501(c)(1)(A)-(H) and (c)(4), listing issues to be discussed in the Title I-C, II-A, III-A, IV-A and IV-B portions of consultation. These components have been reordered for logical progression, and specifically aligned with the *Final Equitable Services Plan* template. Some weeks may pass (for example, for the private school to submit written requests) while stages of the checklist are worked through and the *Plan* is developed.

For each Title-program marked “Yes” and identified in the table above, discuss the following:

I-C	II-A	III-A	IV-A	IV-B	Topics and Issues for Consultation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1) Size and scope: Identify the amount of funds available for services, and how that amount is determined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2a) Discuss whether single-school services will be provided specific to the single private school, or whether a “pooling” plan will be place involving pooled funding for multiple private schools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2b) Discuss the “consolidation and coordination” of non-Title I-A program funds with Title I-A funds (if available) and whether this method might effectively address the private school’s needs. Only applicable if Title I-A funds are present.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3a) The private school should identify and explain its needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3b) What services will be provided in response to the private school’s identified needs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(3c) If a sub-set of students will receive these services, by what means are these students identified/ selected?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(4) Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise. Discuss other possible service delivery mechanisms.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(6) How will the school district make decisions about delivery of services?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(7) Discuss that if any disagreement remains unresolved concerning the private school’s request for a contractor to provide services, the district must document the reasons the district decided against using the contractor to provide the service. This written disagreement will become a permanent attachment to the finalized <i>Plan</i> .

{ same }

If the district **disagrees** (final, unresolved disagreement) with any private school **request for a contractor** for any **non-Title I-A** service, the district must attach (to the *Final Equitable Services Plan*) in writing the reasons the district decided against using a contractor to provide the service. Disagreements on other **non-Title I-A** matters need not be documented in writing.

# Consultation Meeting #3



# Consultation Meeting #3 (cont'd)

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Equitable Services Consultation Meeting

Summer 2018

#### Agenda

- A. Updates
  - 1. Verify March enrollment w/previous student residence submission
  - 2. Update list if needed
- B. Review Identified Needs (Students & Teachers)
- C. Equitable Services Plan
- D. Next Meeting Agenda
  - 1. FY19 Preliminary Allocation
  - 2. Update amount available for equitable services
  - 3. Review Equitable Services Plan
  - 4. August/September

#### Notes:

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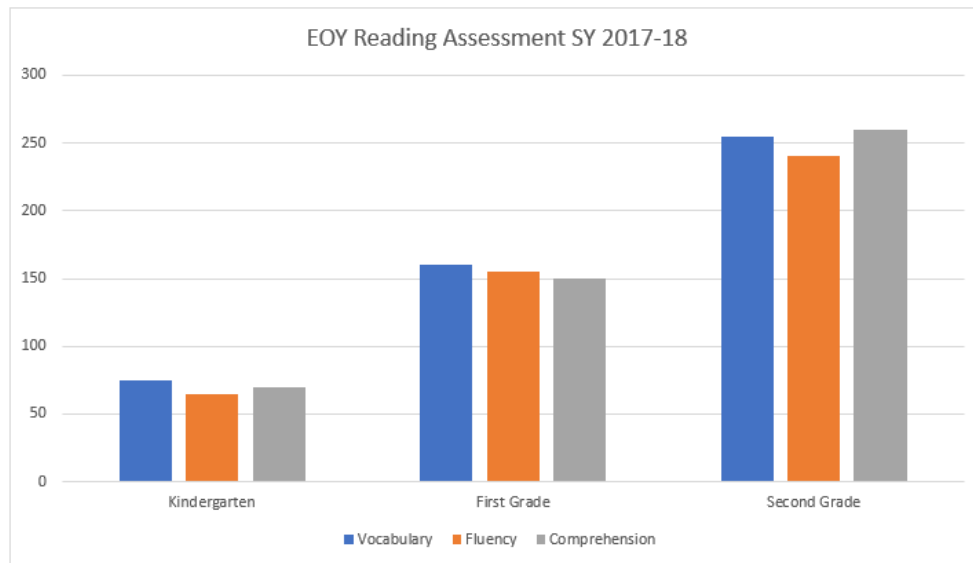
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# Consultation Meeting #3 (cont'd)

## Scholars Private School End-of-Year Reading Assessment Results



### \*End-of-Year Grade-level Performance Expectations

- Kindergarten 90 – 100
- First Grade 190 – 200
- Second Grade 290 – 300

# Consultation Meeting #3 (cont'd)

[Learning School District – Scholars Private School]

## **FINAL EQUITABLE SERVICES PLAN**

**for school year 2018-19**

Check only one box to indicate Title and Part – Use a separate **PLAN** form for each ESSA Program

<input checked="" type="checkbox"/> Title I-A	<input type="checkbox"/> Title I-C	<input type="checkbox"/> Title II-A	<input type="checkbox"/> Title III-A	<input type="checkbox"/> Title IV-A	<input type="checkbox"/> Title IV-B
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The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), requires that timely and meaningful consultation occur between the Local Educational Agency (the public school district) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in equitable services programs, including programs under ESSA's Titles I-A, I-C, II-A, III-A, IV-A, and IV-B. Consultation shall continue throughout the implementation and assessment of activities.

Per ESSA sections 1117 and 8501, the district and private school shall consult and “both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.” The results of this agreement – the district’s Final Equitable Services Plan for the individual private school – shall be transmitted to the State Ombudsman, with the private school’s Written Affirmation thereof. The district is the decision-making authority regarding delivery of services but shall provide eligible private school children equitable services “as requested by the private school officials to best meet the needs of such children.” A dispute resolution procedure is available to resolve any disagreements. The private school may indicate a dispute in the Written Affirmation. The district must upload the Final Equitable Services Plan and Written Affirmation to MCAPS by July 31.

### **Parties to this FINAL EQUITABLE SERVICES PLAN**

School District	Private School
District name: <b>Learning School District</b>	Private School name: <b>Scholars Private School</b>
District address: <b>1234 Education Way Schooltown, MS 39999</b>	Private School address: <b>1357 Scholars Way Schooltown, MS 39999</b>
District Representative: <b>Charlie Brown</b>	Private School Representative: <b>Pete Leonard</b>
Phone: <b>(662) 222-3344</b>	Phone: <b>(662) 222-5566</b>
Email: <b>cbrown@lsd.org</b>	Email: <b>petel@scholars.net</b>



# Consultation Meeting #3 (cont'd)

**(1)** Size and scope: Identify the amount of funds available for services, and how that amount was determined. (For Title I-A only, if the district's initial Title I allocation was greater than \$500,000, one percent of the private school's equitable share must be allocated for "parent and family engagement" activities.)

**Based on 85% of Learning School District's FY18 allocation (\$850,000.00), \$17,000.00 is available for equitable services. That amount is based on the total number of children from low-income families residing in each of the participating public-school attendance areas in Learning School District who attend Scholars Private School.**

**Learning School District Enrollment – 800 (98%)**

**Scholars Private School Enrollment – 16 (2%)**

**The amount available for parent and family engagement activities is 1% of the funds available for equitable services - \$170.00.**

**\$16,830.00 is available for equitable services for all other services to be provided.**

**(2a)** Indicate whether single-school services will be provided, or whether a "pooling" plan will be in place:

☒ Single-school services are being provided to this specific private school.

☐ A "pooling" plan will be used, involving pooled funding for multiple private schools. Describe:

**(2b)** For Title I-A recipients only: Will funds from other (non-Title I-A) ESSA programs for which the private school receives equitable services be "consolidated and coordinated" with the Title I-A funds to essentially target the Title I-A service recipients and their teachers exclusively with all available equitable services? If yes, describe below. Use a separate Plan form for each ESSA program involved.

**No**

# Consultation Meeting #3 (cont'd)

<b>(3a)</b> What needs have been identified by the private school?
Scholars Private School has presented data to support the need for additional Reading instruction for students. Students are performing below grade level on end-of-year assessments in the areas of vocabulary, reading fluency and comprehension.
<b>(3b)</b> What services will be provided in response to the private school's identified needs?
An after-school tutoring program will be provided to address the needs of the private school students.
<b>(3c)</b> If a sub-set of students will receive these services, by what means are these students identified/selected?
LSD and Scholars Private identified several data points and created a weight system that correlates to each data point. This information was used to create a participation criteria checklist to determine the students who will be selected to participate in the Title I program.

<b>(4)</b> Where, when, by whom and how (briefly describe) will the services be provided? Identify whether services will be provided by School District personnel, third-party contractor, or otherwise.
The after-school tutoring program will be held at Scholars Private School after students have been dismissed from the regular school day activities. The services will be provided by tutors who may will be employees of the LSD during the hours the services are provided. The services will be provided using equipment/laptops, an after-school educational program (workbooks and online content & assessments) focused on providing instructional support to enhance proficiency in the areas identified and supplies.
The parent and family engagement activities include: 1) providing an Open House, before the start of the Title I program, to introduce parents to the program and ways to assist students at home; and 2) hosting a Parent Night, near the end of the Title I program, where students present projects depicting all skills learned, a session for providing parents with ways to prepare students for end-of-year assessments, and a Q&A session for parents. Both activities will be conducted by the federal programs director and academic tutors.

# Consultation Meeting #3 (cont'd)

(5) How will the identified services be academically assessed (indicate data source); how will assessment results be used to improve the services?

The services will be assessed using diagnostic results and progress reports from the educational program and students progress on the data points identified on the Equitable Services participation Criteria Checklist. The assessment results will be used to determine: 1) if the program is meeting the needs of students; and 2) what additional supports, if any, are needed.

(6) How will the school district make decisions about delivery of services?

If the school district or private school becomes aware of any service-delivery failures or other programmatic failures, the school district will move to immediately correct or replace the source of the failure. If the District is unresponsive to private school complaints, the private school should contact the Private School Coordinator and/or the State Ombudsman at the Mississippi Department of Education, Office of Federal Programs.

Other considerations, if any:

(7) **Written Disagreements:** For Title I-A, any unresolved disagreement, with any required point of consultation (mirrored in the Plan sections) must be described by the district and analyzed in a written attachment. For any disagreement on non-Title I-A matters, the only disagreement that must be described by the district and analyzed in a written attachment is a disagreement with the private school's request for a contractor.

Has the district attached a written disagreement? Yes ☒ No. If yes, how many? \_\_\_\_

The foregoing PLAN is hereby certified by the undersigned District Representative as true and correct:

District Representative's Title	Print District Rep's Name	District Rep's Signature	Date
Fed'l Progs. Dir.	Charlie Brown	Charlie Brown	7-02-18

# Consultation Meeting #3 (cont'd)

Instruction:

The following *Private School's Written Affirmation of Consultation and Agreement or Declaration of Disagreement* form must be conveyed to the private school with the Final Equitable Services Plan and is thus included as the final page of the Plan. After reviewing the finalized Plan, the private school representative must return the marked and signed form to the district. The district then forwards the Plan and Written Affirmation to the State Ombudsman via upload to MCAPS. A separate Written Affirmation form will accompany each PLAN form if the district is providing equitable services for multiple ESSA programs (use a separate PLAN form for each program).

\*

## **Private School's Written Affirmation of Consultation and Agreement, or Declaration of Disagreement**

This portion to be **completed by the private school representative** after receipt of the school district's *Final Equitable Services Plan* for the indicated ESSA program for school year **2018-19**.

The foregoing FINAL EQUITABLE SERVICES PLAN deals <b>only</b> with (private school check <b>one</b> box):					
<input checked="" type="checkbox"/> Title I-A	<input type="checkbox"/> Title I-C	<input type="checkbox"/> Title II-A	<input type="checkbox"/> Title III-A	<input type="checkbox"/> Title IV-A	<input type="checkbox"/> Title IV-B

☐ The private school, through its representative, hereby affirms that timely and meaningful consultation occurred, and the program design represented in the district's *Final Equitable Services Plan* appears equitable.

- or -

☐ The private school, through its undersigned representative, hereby declares its belief that timely and meaningful consultation regarding equitable services **did not occur**.

☐ The private school, through its undersigned representative, hereby declares its belief that the program design represented in the district's *Final Equitable Services Plan* **is not equitable**.

If the private school declares a disagreement, the State Ombudsman will make contact to begin dispute resolution.

Private School Name	Print Representative's Name	Representative's Signature	Date

# Upload to MCAPS

# Important Deadline: July 31

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Upload your *Final Equitable Services Plan* for the private school to MCAPS by July 31.

# When School Begins...

# Select Students to Receive I-A Services

Scholars Private School  
1357 Scholarly Way  
Schooltown, MS 39999  
(662) 222-5566

## Students Meeting the Participation Criteria for Title I-A Services

### “Most at Risk of Failing”

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September 2018

#### Kindergarten

1. Jessica Lipsey
2. Terry Shaw
3. Alvin Clark
4. Jerry Moore
5. Sherry Washington
6. Janice Jones

#### 1<sup>st</sup> Grade

1. Sara Galloway
2. Victor Wright
3. Donald Chun
4. Lilly Howard
5. Elliot Harris
6. Courtney Jackson

#### 2<sup>nd</sup> Grade

1. Howard King
2. Tevin Powell
3. Gabrielle Lowry
4. Jessie Young
5. Haley Moore
6. Milton Long
7. Barb Walton
8. Milton James



# Select Students to Receive I-A Services

40

## Learning School District

1234 Education Way  
Schooltown, MS 39999  
(662) 222-3344

### Equitable Services Participation Criteria Checklist

Student Name Alvin Clark Grade Kindergarten

**\*Please attach documentation for each area selected.**

Tier I (1 – 5 points for each selected)

- ☐ Parent Request
- ☐ Teacher Referral (observation)
- ☐ Weekly Progress Report

Tier II (5 – 10 points for each selected)

- ☒ Teacher Referral (term grades) 10 pts
- ☒ Previous Year Retention 10 pts
- ☒ End-of-Year Assessments Results 10 pts
- ☒ Beginning-of-Year Screener Results 10 pts

Tier III (20 points for each selected)

- ☐ Multiple Retentions
- ☐ Performs 2 or more years below grade level on universal screening results

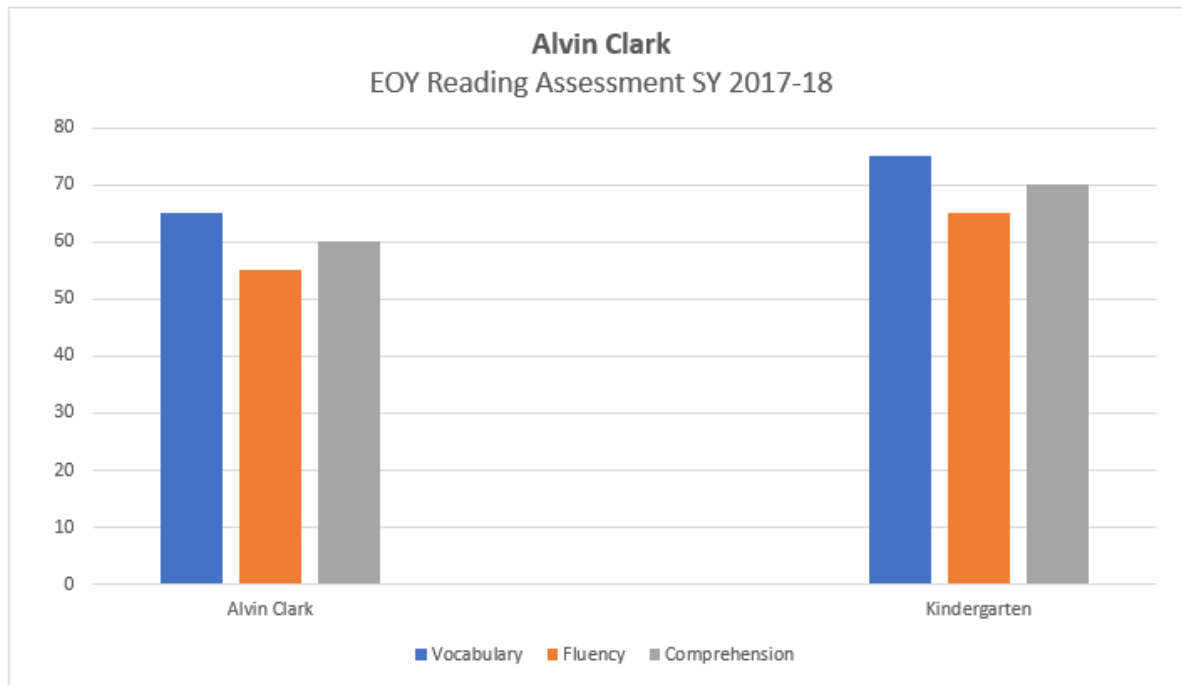
# Select Students to Receive I-A Services

Alvin Clark SY-2017-18

Kindergarten Report Card	Trimester 1	Trimester 2	Trimester 3
<b>ENGLISH LANGUAGE ARTS</b>			
Reading Literature and Informational Text			
Retells stories using key details with support	1	2	2
Asks and answers questions about details in a text with support	1	1	2
Foundational Skills: Phonics and Sight Words			
Recognizes and produces rhyming words	1	2	3
Recognizes and names all uppercase and lowercase letters	2	2	3
Produces the primary sound for each consonant	2	2	3
Reads sight words and high-frequency words	1	1	2
Language and Writing			
Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces	1	2	3
Conventions of Standard English			
Prints upper and lowercase letters	1	2	3
Capitalizes the first word in a sentence and the pronoun "I"	NA	NA	2
Spells simple words phonetically	NA	1	2
Speaking and Listening			
Expresses thoughts, feelings, and ideas clearly	2	2	3
Follows classroom rules for discussion	3	3	3

# Select Students to Receive I-A Services

## Scholars Private School End-of Year Reading Assessment Results



# Select Students to Receive I-A Services

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After a brief period sufficient to identify participating students, the Title I-A equitable services program must begin promptly.

# Resources

## Title I Non-public schools guidance

- <https://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>
- <http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc>
- <http://www2.ed.gov/programs/titleiparta/psguidance.doc>

## Title II, A guidance

- <https://www2.ed.gov/programs/teacherqual/guidance.pdf>

## Title VIII uniform guidance

- [http://www.isbe.net/bilingual/pdfs/equitable\\_guidance.pdf](http://www.isbe.net/bilingual/pdfs/equitable_guidance.pdf)

## ESSA Fiscal Changes & Equitable Services Guidance

- <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

## USDE Office of Non-Public Education

- <https://innovation.ed.gov/what-we-do/non-public-education/>

# Questions



**Quentin Ransburg, Executive Director of Federal Programs**

**[qransburg@mdek12.org](mailto:qransburg@mdek12.org)**



**Bryan P. Lieb, Esq., Equitable Services Ombudsman**

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