

Sample Organizational Chart for Consultation*

The following checklist is designed to assist LEAs in meeting the consultation requirements at 34 CFR 300.134.

**This is not an official U.S. Department of Education document. It is provided only as a sample.*

Regulation	Description	Task (Sample)	Action Item (Sample)	Staff Assignment	Completion Date
300.134	The LEA must consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services...	Develop a consultation working group	Contact appropriate representatives from all private school groups located in LEA (e.g., Catholic Schools Office in Diocese, Montessori, Lutheran, Independent, Christian, Jewish, etc...) and invite them to participate in the consultation working group.		
			<ul style="list-style-type: none"> • Contact appropriate representatives of parents of parentally placed students with disabilities and invite them to participate in the consultation working group (if needed, ask private school officials for suggestions of parents to include). • Earmark several calendar dates that the LEA will begin meeting with the consultation working group. • Share these dates/times with group members and get feedback on best dates to meet. 		
		Set first meeting date	Select date and location		
			<p>Once date is confirmed, send written invitation to private school officials and representatives of parents of parentally placed students inviting them to be part of the consultation working group and to attend first meeting</p> <p><i>Allow sufficient time between invitation and meeting date (3-4 weeks) to ensure that key stakeholders can attend.</i></p> <p><i>Include a preliminary agenda of general topics that will be discussed during meeting (see below).</i></p>		
		Develop draft timeline of future meetings and topics	Develop a timeline listing all topics that will be discussed during the consultation process throughout the school year. Bring this to the first consultation meeting so that the group can provide input and be aware of topics for future meetings.		

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300.134(c)	Consultation process among the LEA, private school officials, and representatives of parents of parentally placed students with disabilities	Develop agenda for first meeting	<p>Prepare agenda for upcoming meetings. Possible items to include are listed below.</p> <p>Note: Each suggested topic is bulleted and bolded in the list below. A comment about the topic immediately follows.</p>		
		<p>NOTE: It is important NOT to try and cover too many topics during the first meeting. Instead, develop a timeline/calendar that will allow for all topics to be discussed meaningfully and in a timely manner throughout the school year.</p> <p>Determine when each of the items below will be discussed and insert them as agenda items on the calendar.</p>	<ul style="list-style-type: none"> • Consultation Process Explain why this is critical to ensuring equitable participation. Develop a plan of how the process will operate throughout the school year. Recommend that meetings occur monthly, begin as soon as possible and continue on a regular basis throughout the school year (e.g., monthly, quarterly, etc.). <p><i>Get suggestions from members of the consultation working group on dates and times of meetings to ensure maximum participation.</i></p>		
300.134(a)		<p>Discuss the child find process, including: 1) How students can participate equitably; and 2) How parents, teachers, and private school officials will be informed of the process.</p>	<ul style="list-style-type: none"> • Child Find Process Discuss the child find process with the working group members. Provide a packet of information that includes all of the LEA's procedures for accessing the child find process. <p><i>This is a very important topic, can be an ongoing discussion with working group members, and revisited on a regular basis throughout the consultation process. Private school officials may have some helpful ideas for communicating to the private school community about child find (e.g., schools may offer to send informational flyers home in weekly packets or display notices on school bulletin board. Some religious schools across the country have offered to include flyers in the weekly Church bulletin).</i></p>		

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300.133 300.134(b)		<p>Review the Proportionate Share of Funds Determination of proportionate share of Federal funds available to serve parentally-placed private school children with disabilities under 300.133(b), including determination of how the proportionate share of those funds was calculated. Review Appendix B of Part 300 (calculation)</p>	<ul style="list-style-type: none"> • Proportionate Share Discuss the proportionate share, including how it was calculated, with the consultation working group. The group needs accurate information in order to have a meaningful discussion of the provision of services. <i>In this discussion, it is critical to have an accurate count of eligible children. It may be necessary to address this over the course of two meetings to enlist the assistance of the private school officials in helping to ensure that the count is accurate.</i> 		
300.134(d)		<p>Discuss the Provision of Special Education and Related Services How, where, and by whom services will be provided; Types of services (including direct services and alternate service delivery mechanisms); How services will be apportioned if funds are insufficient to serve all parentally placed students; How and when those decisions will be made.</p>	<ul style="list-style-type: none"> • Special Education and Related Services Bring to the table a list of special education and related services that the eligible children need. It can be helpful to have this list organized by school so that a meaningful discussion can take place about student needs. Examining such a list will provide accurate data on services students require and can provide a visual frame of reference for the consultation group. <i>When creating a list of student needs, be sure to keep aware of confidentiality issues and do not include names of individual children on the list.</i> <i>It is essential to have accurate data on the number of eligible children and the types of services they require. This topic can be covered over multiple meetings in order to fully examine the types of services that eligible students need, to make appropriate decisions about which services to make available, and to develop a plan to best serve the students who will be receiving services.</i> 		

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300.134(e)		<p>If disagreement, written explanation by LEA regarding services. Write an explanation if the LEA disagrees with the views of the private school officials on the provision of services or the types of services (whether directly or through a contract) as to the reasons why the LEA chose not to provide services directly or through a contract.</p>	<p>A written explanation is required in the event that there is a disagreement between LEA and the consultation working group. Be prepared in the event that this occurs.</p>		
300.135	Written affirmation	<p>LEAs obtain written affirmation from participating private school officials after timely and meaningful consultation has occurred.</p>	<p>This should be obtained at a reasonable point in the school year once timely and meaningful consultation has occurred. A likely time might be after all necessary topics have been thoroughly and meaningfully addressed.</p> <p><i>Written affirmation that timely and meaningful consultation has occurred is NOT the same as having people sign an attendance sheet stating that they attended a meeting. Since consultation is a process that should occur throughout the school year, the written affirmation should take this into consideration.</i></p>		