2022-23 Consultation and Collaboration Documentation Form

*Consolidated Application for ESSA-Funded Programs*

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| **LEA Name:** |       | **BEDS Code:** |       |

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA’s Consolidated Application and programs related to each Title.

The *required* stakeholder groups the LEA *must* consult and/or collaborate with pursuant to ESEA/ESSA are listed below**. Methods of consultation may include face to face meetings, e-mail, fax, telephone calls, letters and/or video conferencing.** ESEA/ESSA does not restrict consultation to the listed stakeholder groups; LEAs are encouraged to consult and/or collaborate with other groups as well. Please see next page for more information on each stakeholder group.

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| --- | --- | --- | --- | --- |
| Title I Part A  | Title II Part A  | Title III Part A | Title IV Part A | Title V Part B |
| * Parents of children in Title I school(s);
* Teachers from Title I school(s);
* Principals and/or Administrators;
* Other School Leaders;
* Paraprofessionals;
* Specialized Instructional Support Personnel; *and*
* Other School Personnel
 | * Parents;
* Teachers;
* Principals and/or Administrators;
* Other School Leaders;
* Paraprofessionals;
* Specialized Instructional Support Personnel;
* Community Partners (if appropriate); *and*
* Organizations with Demonstrated Expertise (if appropriate)
 | * + Parents;
	+ Teachers;
	+ Principals and/or Administrators;
	+ Researchers;
	+ Community Members (if appropriate);
	+ Public or Private Entities (if appropriate); *and*
	+ Institutions of Higher Education (if appropriate)
 | * + Parents;
	+ Students;
	+ Teachers;
	+ Principals and/or Administrators;
	+ Other School Leaders;
	+ Specialized Instructional Support Personnel;
	+ Community-Based Organizations;
	+ Local Government Representatives; *and*
	+ Tribal Organizations (if appropriate)
 | * + Parents;
	+ Teachers;
	+ Principals and/or Administrators; *and*
	+ Other School Staff
 |

In signing this form, representatives of required stakeholder groups are affirming that appropriate consultation has occurred. The signature does not indicate agreement. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).

| Individual’s Name(Print/Type)  | Role or Title | Stakeholder Group (from list above) |  Signature (Required) | Title IPart A | Title IIPart A | Title IIIPart A | Title IVPart A | Title VPart B | Dates and Types of Consultation/Collaboration |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Example***: Jane Bennet* | *Parent*  | *Parent from Title I school* | example of signature | [x]   | [x]   | [x]   | [x]   | [x]   | *5/11/20 – in-person meeting* |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |        |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |
|       |       |       |  | [ ]   | [ ]   | [ ]   | [ ]   | [ ]   |       |

In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form must be maintained on file by the district. Supporting documentation (e.g., meeting agenda, minutes, and rosters) must be maintained on file in the district.

*Additional* forms should be completed as necessary.

**Note: Do *not* use this form for consultation/collaboration with *private school* representatives.** Private School consultation must be documented using the *Written Affirmation of LEA Consultation with Private School Officials* Form.

**Stakeholder Group Information**

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| --- | --- | --- | --- | --- | --- | --- |
| **Stakeholder Group**   | **Examples**  | **IA**  | **IIA**  | **IIIA**  | **IVA**  | **VB**  |
| Parents  | Parents or other individuals serving as guardians  |   | X | X | X | X |
| Parents of children in Title I school(s)  | Parents or other individuals serving as guardians of students in Title I schools  | X  |   |   |  |   |
| Teachers  | Teachers  |  |  X |  X | X  | X  |
| Teachers from Title I school(s)  | Teachers  | X |   |  |  |  |
| Students  | Students  |  |  |   | X |   |
| Principals and/or Administrators  | Principals, directors of operation, assistant superintendents, etc.  | X | X | X | X | X |
| Other School Leaders  | The term “school leader” means a principal, assistant principal, or other individual who is— (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. For example: assistant principals, deans, directors, academic or behavioral support coordinators, grade level leads, etc.  | X | X |   | X |   |
| Paraprofessionals  | The term “paraprofessional” means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. In NY, this generally refers to teaching assistants, who are trained and certified to assist with instruction. Teacher aides would be classified under "other school personnel".  | X | X |   |   |   |
| Specialized Instructional Support Personnel  | School counselors, school social workers, school psychologists, school nurses, speech language pathologists, school librarians, or any specialized instructional support staff who provide services as part of a comprehensive program to meet student needs  | X | X |   | X |   |
| Other School Personnel  | Aides, office clerks, or any additional school staff not mentioned in other categories  | X |   |   |   | X |
| Community Partners  | The YMCA; Boys and Girls' Club; Big Brothers, Big Sisters, Buddies, Community Centers, Head Start, Habitat for Humanity, homeless shelters, the National Alliance for the Mentally Ill (NAMI), senior citizen groups, veterans’ associations, police athletic leagues, CYO organizations  |   | X |   |   |   |
| Community Members  | Local businesses, taxpayers, or other individuals located in the community  |   |   | X |   |   |
| Community-Based Organizations  | The term “community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that—  (A) is representative of a community or significant segments of a community; and  (B) provides educational or related services to individuals in the community. For example: Boys and Girls Clubs, Boy Scouts and Girl Scouts, YMCA, YWCA, after-school services, Cornell Cooperative Extension, parent-teacher associations/organizations, public libraries, food pantries/banks, Meals on Wheels, Habitat for Humanity, rescue missions, LGBTQ youth-serving organizations, Red Cross, Ronald McDonald House, Salvation Army, the United Way, 4-H, church groups, fire departments, the Grange, sport organizations such as Little League, CYO basketball, Pop Warner football, or business clubs such as Rotary, Lions etc.  |   |   |   | X |   |
| Organizations with Demonstrated Expertise  | Institutions of higher education or nonprofit educational organizations (such as BOCES), museums, libraries, historical societies, rescue squads, or research centers with demonstrated expertise  |   | X |   |   |   |
| Researchers  | Researchers involved with higher education or research institutions  |   |   | X |   |   |
| Public or Private Entities  | Public or private entities related to ENL services or communities  |   |   | X |   |   |
| Institutions of Higher Education  | Colleges, universities, technical schools  |   |   | X |  |   |
| Local government representatives  | Local law enforcement agency, a school resource officer, local juvenile court staff, local child welfare agency staff, local public housing agency representatives, city council person, a public school board of education member, Village and/or Town council representatives, or village or town clerks For Charter Schools, a representative from a local elected official’s office (common in NYC) or the elected official themselves  |   |   |   | X |   |
| Tribal Organizations  | Native American Tribal Organizations, for example New York State tribes include members of the Iroquoian tribes (St. Regis Mohawk, Oneida, Onondaga, Cayuga, Seneca Nation, Tonawanda Band of Seneca, and Tuscarora), the Shinnecock tribe, and the Poospatuck tribe  |   |   |   | X |  |