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|  | **Mississippi Department of Education**  Office of Federal Programs  P.O. Box 771 **|** Jackson, MS 39205-0771  Tel (601) 359-3499 **|** Fax (601) 359-2587 |

INSTRUCTIONS for:

< SAMPLE TEMPLATE >

**CONSOLIDATED EQUITABLE SERVICES PLAN**

**for School Year 2021-22 (FY22)**

Federal Programs Directors:

You may use this template to create your EQUITABLE SERVICES PLAN**\*** for an individual private school. For the FY22 edition of this PLAN template, plans for all Title Programs are consolidated into one document. In the past, school districts were asked to file a separate PLAN for each Title Program, but this is no longer the case.

Using the EQUITABLE SERVICES CONSULTATION CHECKLIST (available in MCAPS > MDE Document Library > Equitable Services) to guide the discussion during consultation with the private school representative, the sections of the PLAN should develop naturally based on the matters discussed. The PLAN sections are aligned with the required points of consultation found in the CHECKLIST.

The district may need to modify the template due to the details of an individual PLAN.

**FOOTER:** In the footer on each PLAN page, enter: (1) the names of the district and of the private school and (2) the Title and Part for each Elementary and Secondary Education Act (ESEA) Program discussed by the PLAN.

**SECULAR USE ASSURANCE and WRITTEN AGREEMENT/DISAGREMENT:** The private school representative must complete and these portions, and sign on the last page of the PLAN form. If disagreement is indicated, the parties must immediately contact the Equitable Services Ombudsman at the Mississippi Department of Education, Office of Federal Programs.

ESEA requires the EQUITABLE SERVICES PLAN to be conveyed to the Equitable Services Ombudsman. When the school district has secured the private school representative’s signature, the district must upload the PLAN to MCAPS.

**The deadline for upload to MCAPS is May 31, 2021. Upload to the district’s LEA Documents Library.**

Contact the Equitable Services Ombudsman at MDE’s Office of Federal Programs with any questions about this form or associated materials.

(These instructions are not part of the Plan document.)

END INSTRUCTIONS

[Name of School District – Name of Private School]

**FINAL EQUITABLE SERVICES PLAN**

**for School Year 2021-22 (FY22)**

**Instruction:** For School Year 2021-22, planning for equitable services in all Title Programs in which the private school elects to participate will be consolidated into this single Plan document.

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| School district: Check the box(es) indicating the ESEA Title Program(s) the private school has selected for participation. | | | | | |
| Title I-A | Title I-C1 | Title II-A | Title III-A2 | Title IV-A | Title IV-B3 |

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 ESEA’s Titles I-A, I-C1, II-A, III-A2, IV-A, and IV-B3. Consultation shall continue throughout the implementation and assessment of activities.

1*Title I-C services for students who are the children of, or are themselves, migrant agricultural or fishery workers, are provided through the Mississippi Migrant Education Service Center (MMESC), MDE’s grantee and the statewide local operating agency for MDE’s Migrant Education Program. If the private school has such a student enrolled, notify the school district, which will then notify MMESC.*

2*The district must have a Title III-A grant, and the private school must have qualifying English Learners.*

3*The district must have a Title IV-B grant funding an after-school program.*

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 Equitable Services Plan for the individual private school – shall be transmitted to the State Equitable Services Ombudsman. 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 portion of the Plan (on the signature page). The district must, by **May 31, 2021,** upload to MCAPS the Equitable Services Plan with the signed Written Affirmation page.

**Parties to this EQUITABLE SERVICES PLAN**

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| **School District** | **Private School** |
| District name: | Private School name: |
| District address: | Private School address: |
| District Representative: | Private School Representative: |
| Phone: | Phone: |
| Email: | Email: |

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| **(1)** Size and scope: Identify the amount of ***new equitable share funds available*** and ***carryover funds available*** for services in each Title Program, and how the new amount was determined. | | | | |
| **The “new” amounts below are:  estimates based on prior year’s amount;  updated current amounts** | | | | |
| **TITLE PROGRAM** | **SY21-22 (FY22)**  **New Equitable Share** | **SY20-21 (FY21) carryover**  **(obligate by 9/30/2022)** | **SY19-20 (FY20) carryover**  **(obligate by 9/30/2021)** | **TOTAL** |
| Title I-A |  |  |  |  |
| Title II-A |  |  |  |  |
| Title III-A |  |  |  |  |
| Title IV-A |  |  |  |  |
| Title IV-B\* | (not applicable) | n/a | n/a | n/a |
| **HOW THE NEW (FY22) AMOUNT WAS DETERMINED** | | | | |
| The **Title I-A share**, if applicable, was determined by dividing the district’s Title I-A allocation proportionally between the district’s K-12 low-income students attending Title I schools and qualifying K-12 low-income students attending participating private schools in the district. Pre-K students are not counted. Each private school receives the amount generated by its qualifying students. A share is contributed by an outside school district when a student resides in the outside district but attends a participating private school lying in the district administering the program. See: MCAPS calculation screen in district’s Funding Application.  \* *If the district’s initial Title I-A allocation was greater than $500,000, one percent of the private school’s Title I-A equitable share must be used for “parent and family engagement” (PFE) activities.*  **Title II-A, III-A\* and IV-A shares**, if applicable, were determined by dividing the district’s respective program allocation proportionally using the district’s total K-12 enrollment and the total K-12 enrollment of all participating private schools in the district (regardless of student residence). Pre-K students are NOT counted in the total enrollment. The residence of a private school student is not relevant: there is no outside district contribution. See: MCAPS calculation screen in district’s Funding Application. \*Title III-A funding is determined proportionally by the numbers of qualifying English Learners in the district and private schools.  **\*Title IV-B,** if applicable: Participation in a district’s Title IV-B after-school program is implemented not by a division of funds, but by inviting qualifying private school students to physically participate in the program. | | | | |

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| **(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, all of which agree to the pooling. Describe: |

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| **(2b)** For private schools receiving Title I-A **AND** non-Title I-A equitable services: 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 target the Title I-A service recipients and their teachers exclusively with all available equitable services? (Indicate: **Yes** or **No**.) “Consolidation and coordination” is elective, not required. If consolidation and coordination is desired, describe below. **If the private school is NOT receiving both Title I-A AND non-Title I-A equitable services, skip item (2b)**. |
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| **(3a)** What specific student needs have been identified by the private school? (*Below, place a sub-heading for each Title Program in which the private school will participate, with details for that program*.) |
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| **(3b)** What services will be provided in response to the students’ identified needs? (*Below, place a sub-heading for each Title Program in which the private school will participate, and details for that program*.) |
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| **(3c)** If a sub-set/grade range of students will receive the services, how/why are these students selected? (For example: academically most at-risk group for Title I-A services; 5th-6th grade for supplemental geography materials/modules/software from IV-A well-rounded education category; 7th-8th grade for supplemental anti-bullying program from IV-A safe and health category. Describe methods and/or reasons for sub-group selection.) (*Below, place a sub-heading for each Title Program in which the private school will participate, and details for that program*.) |
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| **(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, online/software modules or otherwise, including supplemental equipment/materials integrated into courses of instruction. |
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| **(5)** How will the identified services be academically assessed (indicate data sources); how will assessment results be used to improve the services? |
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| **(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 either party is unresponsive to the other’s expressed concerns, the concerned party should contact the Equitable Services Ombudsman at the Mississippi Department of Education, Office of Federal Programs.  **Other considerations, if any:** |

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| **(7) Written Disagreements:** Any unresolved disagreement concerning any aspect of this Plan, must be described by the district and discussed in a written attachment, including, but not limited to, a disagreement with the private school’s request for a contractor. Disagreements may become the subject of a dispute and require additional documentation.  **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:**

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| **District Representative’s Title** | **Print District Rep’s Name** | **District Rep’s Signature** | **Date** |
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The following page is the final page of this Plan, being the *Private School’s Written Affirmation of Consultation and Agreement or Declaration of Disagreement.* It must be completed by the private school representative after his/her review of this Plan.

**ATTENTION,** PRIVATE SCHOOL REPRESENTATIVE**:**

After review of the completed Equitable Services Plan, the following ***Private School’s Assurance*** and ***Private School’s Written Affirmation of Consultation and Agreement or Declaration of Disagreement*** portions must be completed by the private school representative and emailed to the LEA Representative. The school district then forwards the Plan and Written Affirmation to the Equitable Services Ombudsman via upload to MCAPS.

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| **Private School’s Secular Use Assurance (required)** |
| **Private school representative: To indicate agreement, check the box (required).**  In consideration of equitable participation in ESEA Title Programs, and as a requirement thereof, the private school, through its representative identified below, agrees and assures that all use derived therefrom will be secular, neutral and nonideological in accordance with ESEA section 1117(a)(2) [20 U.S.C. 6320(a)(2)] and ESEA sec. 8501(a)(2) [20 U.S.C. 7881(a)(2)].  \* |

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| **Private School’s Written Affirmation of Consultation and Agreement, or Declaration of Disagreement** |
| **Private school representative**: Complete this portion to indicate Agreement or Disagreement with this Plan, and sign.  **AGREEMENT**  The private school, through its undersigned representative, hereby agrees that timely and meaningful consultation occurred, and the program design represented in the foregoing *Equitable Services Plan* appears equitable.  **- or -**  **DISAGREEMENT**  The private school, through its undersigned representative, hereby declares its belief that timely and meaningful consultation regarding equitable services did not occur and/orthe program design is not equitable in accordance with the requirements of the Elementary and Secondary Educate Act of 1965, as amended.  **If the private school declares a disagreement, contact the Equitable Services Ombudsman to begin dispute resolution.**  **\***  **Private School Representative’s Signature**   |  |  |  |  | | --- | --- | --- | --- | | **Private School Name** | **Print Representative’s Name** | **Representative’s Signature\*** | **Date** | |  |  |  |  | |

\*My typed name is adopted as my electronic signature