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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 >

**FINAL EQUITABLE SERVICES PLAN**

for school year 2018-19

Federal Programs Directors:

You may use this template to create your FINAL EQUITABLE SERVICES PLAN**\*** for an individual private school.

Using the EQUITABLE SERVICES CONSULTATION CHECKLIST to guide the discussion during consultation with the private school representative, the sections of the PLAN should naturally form based on the matters discussed. The PLAN sections essentially mirror 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.

**\*IMPORTANT**: Use a separate FINAL EQUITABLE SERVICES PLAN form for each ESSA program (Title-Part) for which you are providing equitable services to the private school. **For example**, if you are providing Title I-A, II-A and IV-A equitable services to a private school, you will use three separate FINAL EQUITABLE SERIVCES PLAN forms. Check the box for the subject ESSA program at the top of each form.

**FOOTER:** In the footer on each PLAN page, enter: (1) the names of the district and of the private school, (2) the Title and Part for the ESSA Program discussed by the PLAN, and (3) the total number of pages.

For simplicity, there is a separate WRITTEN AFFIRMATION for the private school to certify at the bottom of each PLAN form. In the above example, the private school will certify each WRITTEN AFFIRMATION found at the bottom of each of the three PLAN forms.

ESSA requires the FINAL EQUITABLE SERVICES PLAN(S) and private school WRITTEN AFFIRMATION(S) to be conveyed to the State Ombudsman. When the district has secured the WRITTEN AFFIRMATION(S) from the private school, the district may consolidate multiple PLAN and AFFIRMATION forms into one file (.doc or .pdf) to upload to MCAPS.

**The deadline for upload to MCAPS is July 31. Upload to your LEA Documents Library.**

You may contact the State Ombudsman at MDE OFP 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 2018-19**

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| --- | --- | --- | --- | --- | --- |
| Check only one box to indicate Title and Part – Use a separate **PLAN** form for each ESSA Program | | | | | |
| Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | Title IV-B |

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**

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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 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.) |
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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. Describe: |

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| **(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. |
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| **(3a)** What needs have been identified by the private school? |
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| **(3b)** What services will be provided in response to the private school’s identified needs? |
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| **(3c)** If a sub-set of students will receive these services, by what means are these students identified/ selected? |
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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, or otherwise. |
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| **(5)** How will the identified services be academically assessed (indicate data source); 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 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:** |

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| **(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:**

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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 the finalized Plan.

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).

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| **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 **only** with (private school check **one** box): | | | | | | | Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | 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** | |  |  |  |  | |

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