

Name of School District: _____

Date: _____

Re: CARES Act – Nonprofit Private School Equitable Services – Initial Contact Letter

Dear Private School Administrator:

The purpose of this **CARES Act Initial Contact Letter** is to provide information about equitable services for students and teachers in private schools under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) – specifically, the Elementary and Secondary School Emergency Relief Fund (ESSERF) – and to determine your school’s **intent to participate** via the attached **ESSERF Intent to Participate Form**, which we ask you to immediately return (deadline below).

AVAILABLE FUNDS

All Mississippi School Districts will receive ESSERF funds and are required to provide equitable services to students and teachers in nonprofit private schools in the District’s attendance area which elect to participate. Outside School Districts whose residents attend the private school will contribute on behalf of qualifying students.

NONPROFIT STATUS

Only nonprofit private schools may elect to participate. “Nonprofit” means the business entity operating your school is a **Nonprofit Corporation** identifiable on the Mississippi Secretary of State’s website (Business Search feature).

ESSERF INTENT TO PARTICIPATE FORM

To indicate your school’s desire to participate in ESSERF equitable services, **complete the ESSERF Intent to Participate Form included below, and return to the Federal Programs Director at the School District’s address.**

Private schools will receive this Initial Contact Letter, including the Intent to Participate Form, by email. Complete the Intent to Participate form, **including a simple electronic signature (the representative’s typed or drawn name)**, and email back to the School District promptly. Any delay will delay funding. The School District will make further phone and email contact attempts if your school is unresponsive seven (7) days after this Initial Contact Letter is emailed.

If your school does NOT desire to participate in ESSERF equitable services programs, please mark the appropriate box and return the form to the School District.

Upon return of your school’s affirmative **ESSERF Intent to Participate Form** to the School District, the identified private school representative will be contacted in order to begin consultations on planning equitable services.

AMOUNT OF EQUITABLE SHARE, HOUSEHOLD INCOME SURVEY FORMS

The Mississippi Department of Education has determined that ESSERF funds allocated to the School District will be proportioned for private school use in the same manner as ordinary Title I-A equitable services: the number of identified “low-income” qualifying private school K-12 students will be compared to the School District’s identified “low-income” qualifying K-12 students, and the funding proportioned accordingly (equally per low-income qualifying student).

If the private school elects to participate, the School District will convey a **Household Income Survey** form to the private school representative, for distribution by email to private school families. When completed and returned to the private school, results of this anonymous survey will establish the number of “low-income” qualifying students for generation of the private school’s proportional share. During consultation, the School District will need to see these forms to determine the funding level and request contribution from any outside school districts where private school students might reside, so complete the survey process as soon as possible.

After the proportion is calculated, the School District may reserve a reasonable and necessary amount for program administration costs from the total available to all participating private schools. The remaining amount is divided proportionally (equally per “low-income” qualifying student enrolled), among participating private schools.

CONTROL, CONDITIONS AND USES OF EQUITABLE SHARE

- The School District controls private school funds and administers the program to the private school based on a plan agreed to in consultation with the private school representative and submitted by the School District to the State Equitable Services Ombudsman.
- While the private school uses equipment/material/property purchased for it by the School District, title and ownership remain in the School District.
- In consideration of equitable participation in ESSERF program funds, and as a requirement thereof, the private school, through its representative, agrees and assures (see check box on ESSERF Intent to Participate Form) that all use will be secular, neutral and nonideological.
- Pooling of funds is allowed, but only if private schools agree. For example, two aligned private schools in the same School District could agree to pool their ESSERF funds, and use the pooled funds as needed without regard to the fund amounts generated by each school.
- Uses for ESSERF funds (CARES Act section 18003) allowed to assist private schools in meeting the challenges posed by the COVID-19 pandemic include the 12 categories below (quoted directly from CARES Act section 18003(d)(1-12)). The private school representative will discuss the private school’s needs with the School District representative. The private school’s needs may differ from the School District’s needs, and receipt of services is not limited to the “low-income” qualifying students who generated the funds. Generally, substitute “private school” for “local educational agency,” below:
 - 1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et

seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- 2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- 3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- 4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- 5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- 6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- 7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- 9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- 10) Providing mental health services and supports.
- 11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- 12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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Please complete the **ESSERF Intent to Participate Form** below, and return to the attention of the Federal Programs Director at the address provided. If participating, you will receive a copy of the **Household Income Survey** form and be contacted regarding consultation to form a plan.

Sincerely,

Name of Federal Programs Director: _____

Name of School District: _____

Mailing address: _____

Email & Phone: _____

Name of School District: _____

ESSERF Intent to Participate From
Private School: Complete and return to School District

1. Name of Private School:

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2. Private School Address:

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3. The business entity operating the Private School is (check the applicable box):

- ☐ A Nonprofit Corporation registered with the Mississippi Secretary of State.
If the Nonprofit Corporation's name differs from the Private School's name, include the Nonprofit Corporation business name registered with the Mississippi Secretary of State:

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- ☐ Any other type of entity (*not eligible for ESSERF equitable services*).

4. Private School statement on its intent to participate:

- ☐ We **will not** participate in ESSERF equitable services.
(*If choosing not to participate, stop here, and return this form to the School District.*)
- ☐ We intend to participate in ESSERF equitable services and request the School District's consultation with the Private School representative identified below about forming a plan.

5. Private School Assurance (required – check the box to indicate agreement)

- ☐ In consideration of equitable participation in ESSERF funds, 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 CARES Act section 18005(a) and ESEA section 1117(a)(2) [20 U.S.C. 6320(a)(2)].

6. Private School Representative (identification; signature verifying accuracy of information herein):

Name:	Title:	
Phone:	Email:	
Signature: I have typed my name above, intended as my signature.		Date:

School District: Upload the returned form to MCAPS upon receipt.