

Setting the Agenda for Initial Consultation
DPI Guidelines for ESEA Equitable Services, Part 3

The purposes of the initial consultation are to explain the grants, identify needs and facilitate private school decisions about whether to participate. In addition, the consultations will allow the district to collect information for calculation of proportionate share. Private schools should be able to make their decisions and complete the *Affirmation* forms during or shortly after the first meeting. While the district will organize an agenda that suits its needs, the following topics, in no particular order, must be covered.

- Descriptions of the grants
- Current student counts for proportionate share
- Proportionate share calculations (based on projected allotments, adjusted later)
- Understanding and completing the *Affirmation* form
- Identification of needs at the school
- Identification of students and staff eligible for services
- Reasonable, necessary and allowable services
- Funds encumbered by the district, not the private school
- Evaluating the effectiveness of the services
- District responsibilities
 - Gain private school input in planning and implementation
 - Make decisions about how to best meet the identified needs
 - Provide services, not funding, to eligible private school students and staff
 - Implement and evaluate accepted programs
 - Create and manage the budgets
 - Conduct all financial transactions
 - Hire or contract with services providers
 - Supervise the delivery of services
 - Manage materials, equipment and supplies as district property
 - Follow district policies
 - Assure DPI that consultation and services have been offered (See the *Affirmation* form)
 - Document the services and maintain records for audit and review as needed
- Private school responsibilities
 - Describe instructional programs and identify needs
 - Provide input to the district for planning and implementation
 - Provide or assist in the collection of student counts for calculations
 - Assist in the collection of feedback and other data to support implementation
 - Make staff and students available to service providers in accordance with plans
- Timelines, deadlines and scheduling for the upcoming year

Of course, the required *Summary of Topics and Assurances for Equitable Services*, districts should also be shared, as it is referenced on the *Affirmation* form.

For additional information about equitable services under the Elementary and Secondary Education Act, contact Talbot Troy at 984-236-2797 or talbot.troy@dpi.nc.gov.