



Consultation for Equitable Services GEER and ESSER Funds of the CARES Act.

The consultation process between public and private school officials must be timely and meaningful, with the goal of reaching agreement on all key issues. Consultation must occur during the design and development of the program and must begin before the LEA makes any decisions that affect the ability of private school students to receive equitable services. All options available for services and benefits listed in program language must be available to private school students during consultation. Following timely and meaningful consultation, the LEA obtains a written affirmation from private school officials that consultation was or was not timely and meaningful and that agreement was or was not reached on key topics. The State ombudsman monitors and enforces the equitable participation of private school students. There is no supplement, not supplant provision in the CARES Act.

	Topics
	1. What are my students' needs that I want the ESSER Fund to assist with?
	2. What services can be offered to my students and teachers?
	3. How, where, and by whom will the services be provided? Directly by the LEA? By a third-party provider?
	4. What is the size and scope of the available program of equitable services?
	5. What is the proportional share of funds allocated for equitable services?
	6. How was the proportional share determined?
	7. What are the administrative costs of the program? What are these administrative funds being used for?
	8. When will you make the decisions on the use of funds? When will services begin or materials be purchased?
	9. Should fund be pooled? What are the advantages and disadvantages?
	10. Did your district receive funds under the GEER Fund?

Uses of the ESSER Fund for the CARES Act

1. Any activity authorized by the ESEA of 1965 (currently ESSA), IDEA, Perkins, Adult Education and Family Literacy Act, and McKinney-Vento Homeless Assistance Act.
2. Coordination of preparedness and response efforts of LEAs 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 other 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 LEAs.
6. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases,
7. Purchasing supplies to sanitize and clean the facilities of the LEA, 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 on-line learning to all students, how to provide guidance for carrying out requirements under IDEA, 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 LEA 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 after-school 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 the LEA and continuing to employ existing staff of the LEA.