BOSQUEVILLE
INDEPENDENT SCHOOL DISTRICT

James Shealer, Superintendent
Catherine Bowen, Business Manager
Cliff Heath, High School Principal
Kelly Bray, Elementary Principal

ESSER III Consultation Form

Date: _3/2/22_

Purpose & Intent:

The intent and purpose of the ARP Act of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds.

1) The LEA must document that all applicable stakeholder groups were included in the process and that meaningful consultation occurred.
2) The LEA Uses of Funds plan must receive stakeholder input prior to submitting the LEAs application for funding to TEA for approval.
3) Per timeline, an LEA may submit a preliminary and update as needed as it receives more stakeholder input.

All applicable items below are to be acknowledged and addressed (check mark):

Stakeholders in Attendance:

- ☐ student
- ☐ families
- ☑ school and district administrators (including special education administrators)
- ☐ teachers
- ☑ principals
- ☑ school leaders
- ☐ other educators
- ☑ school staff
- ☐ tribes, to the extent present in or served by the LEA
- ☐ Civil rights organizations (including disability rights organizations)
- ☐ stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students
- ☐ Other _____

Topics Discussed:

☑ Intent & Purpose of ESSER III Federal Grant

☐ Stringent reporting on use of funds from USDE, TEA, or both (will be monitored at a greater level than other federal grants)

☑ Amount of ESSER III funds awarded $*535,047.00*

☐ Pre-Award costs back to March 13, 2020

☑ Distribution of ESSER III funds (2/3 awarded now, 1/3 awarded later with an amendment due to state distribution) *rec'd Dec. 2021*

☑ The LEA should use their local data and comprehensive needs assessment process to determine the best uses of funds for their students and staff. The LEA should plan for these funds over the entire covered period to facilitate a more comprehensive long-term approach to learning acceleration.

    a) The LEA should consider their identified needs to address the impact of the COVID-19 pandemic of their campuses.

    b) Aligned Strategies may include:

- Professional Development-comprehensive Reading Academies, high-quality instructional materials, dyslexia training, professional development stipends, technology integration training
- Extended Instructional Time-extended day, extended year, high-dosage tutoring, summer learning
- Staffing-tutors, reduced class sizes, small group instruction, staff retention, recruitment incentive pay, after school enrichment programs, instructional coaching and tutoring
- Facilities-ventilation, cleaning, HVAC systems, specialized instructional spaces
- Technology Devices-devices, infrastructure upgrades, learning management systems, digital tools, educational application
- Mental Health & Behavioral Supports-social workers, at-risk coordinators, additional counseling services, teacher training and programming, wrap-around community partnerships

☑ Records & Documentation for audit and monitoring purposes (compliance)

    a) Policies and Procedures
    b) Detailed general ledgers and payroll journals compliant with FASRG
    c) Procurement Records
    d) Personnel Records (job descriptions, salary authorizations, payroll, Time & Effort, reconciled payments)
    e) Needs assessment and/or planning documents describing the need for the use of program funds
    f) Inventory records of equipment purchased with grant funds

g) Source documentation supporting expenditure of grant funds (purchase orders with invoices, receipts, canceled checks/check registry/screenshot from accounting system, proof of electronic payment/payment screen shots, indicating payment)

h) Spreadsheets or other documentation (reconciling payment, description on how funds were used, date payment was recorded, signatory approval)

☑ Input on development of plan for use of ESSER III funds (understandable & uniform manner, written in a language parents can understand, orally translated, provide an alternative format accessible to apparent with a disability)

    a) Surveys
    b) Forums
    c) Community Meetings
    d) Other

☑ Review ESSER III application and all program schedules (post on website within 30 days of receiving Notice of Grant Award-NOGA)

☐ Public Notice requirement before ESSER III application is submitted (summary of the application, use of funds presented as an informational item at the local board meeting or by other means of public notice) N/A today

☑ Requirement of two plans for the LEA which require public notice and comment to be collected and incorporated into the plans

☑ LEA develops a local policy on providing public notice to be followed consistently

☐ Supplement/Supplant- flexibility within the allowable uses of funds to supplant state and local funds

    a) Activities previously paid from local funds are allowable to be paid from this ESSER III funds (it must meet statute requirements)
    b) Reclass allowable expenditures in the general fund (199) to ESSER III fund (282)

☐ Indirect Costs not to exceed the unrestricted indirect cost rate

☑ Safe Return to In-Person Instruction and Continuity of Services Plan (review every 6 months, post to website 30 days after receiving NOGA, made available for public comment)

☐ Private School equitable service requirement (none needed as PNP receive services from the state)

☑ Maintenance of Effort Requirement (MOE)-IDEA & ESSA MOE

    a) IDEA-not reduce special education spending with state or local funds
    b) ESSA-may be reduced by applicable percentage of noncompliance

☑ Maintenance of Equity (MOQ)- supplant equally across campuses, waiver if applicable

☑ The LEA must expend 20% of the grant funds on:

✓ a) Evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs

✓ b) Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations as defined in ESEA, Title I, Part A, students experiencing homelessness, and youth in foster care.

☑ Short-term and/or one-time expenditures to address the identified needs caused by the pandemic (as funding is based on availability and a fiscal deficit may occur)

☑ Purchase of goods and materials produced in the United States (subawards, contracts, purchase orders)

Allowable Use of Funds:

☐ LEA discretion for any activity authorized under:

   a) Elementary and Secondary Education Act (ESEA)
   b) Individuals with Disabilities Education Act (IDEA)
   c) Adult Education and Family Literacy Act (AEFLA)
   d) Carl D. Perkins Career and Technical Education Act of 2006

☐ Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus

☑ 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

☑ Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

☐ Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases

☐ Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency

☐ Planning, coordinating and implementing activities during long-term closures:

   a) Including providing meals to eligible students
   b) Including providing technology for online learning to all students
   c) How to provide guidance for carrying out requirements under IDEA
   d) How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

☑ Purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities (SWD), which may include assistive technology or adaptive equipment

☑ Providing mental health services and supports, including through implementation of evidence based full-service community schools

☑ Planning and implementing activities related to:

    ✓ a) Summer learning --providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care

    b) Supplemental afterschool programs --providing classroom instruction or online learning addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care

☑ Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, and children in foster care:

    a) Administering and using high-quality assessments
    b) Implementing evidence-based activities to meet the comprehensive needs of students
    c) Providing information and assistance to parents and families on effectively supporting students
    d) Tracking student attendance and improving student engagement in distance education

☑ School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs

☑ Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including:

    a) Mechanical and non-mechanical heating, ventilation, and air conditioning systems
    b) Filtering purification and other air cleaning, fans, control systems
    c) Window and door repair and replacement

☑ Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities

☐ Other activities that are necessary to:

    a) Maintain the operation of and continuity of services in the LEA

    b) Continuing to employ existing staff of the LEA

☐ Performance Measures

    a) The applicant agrees to collect data and report on the following mandatory performance measures:

    b) Any performance measures, reporting, or evaluation requirements as established by TEA.

☐ Other Topics Addressed

    a) _____
    b) _____
    c) _____
    d) _____

☐ Date of Next Consultation Meeting _____

☒ Signatures:

Name	Title
gara Harrod	Network Admin
Kelly Bray	Elem. Principal
Melone Tedd	Administrative Assistant
Jimmy Blanch	Superintendent
(signature)	School Board Member
(signature)	School Board
(signature)	School Board
(signature)	School Board
Jennifer Rsp	Special Programs

☐ Field Trips may be funded under the grant program. Field Trips will require a written justification form to be maintained locally and made available to TEA upon request.

☐ An advisory council may be funded under the grant program. These costs should be minimal.

☐ The cost of membership in any civic or community organization may be funded under the grant program.
   a) The membership must be in the name of the LEA
   b) These costs should be minimal

☑ Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request.

☐ The cost of travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program.
   a) These costs must be specific to the grant program.
   b) These costs should be minimal.

☑ General Allowable Activities and Use of Funds
   a) Stipends for non-employees
   b) Non-employee employee costs for conferences—while allowable, participant support costs such as these require prior approval from TEA
   c) Travel for students to conferences (does not include field trips)—while allowable, participant support costs such as these require prior approval from TEA

Unallowable Activities and Use of Funds:

☐ In general, refer to the Budgeting Cost Guidance Handbook on the Administering a Grant page for unallowable costs.

☑ In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:
   a) Debt service (lease-purchase)
   b) Hosting or Sponsoring of Conferences
   c) Subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEA
   d) Expenditures related to state or local teacher or faculty unions or associations
   e) Bonuses, merit pay, or similar expenditures unless specifically related to disruptions or closures resulting from COVID-19