

Dear Nonpublic School Administrator,

The Oklahoma State Department of Education in conjunction with the United States Department of Education is requiring that all Local Education Agencies (LEAs) to reach out to nonpublic schools in order to inform them of the CARES Act.

An LEA is to inform all nonpublic schools within the district attendance area regardless of whether or not the nonpublic school has opted to participate in equitable services for the 2020-2021 fiscal year. Nonpublic schools that have opted to not participate in receiving equitable services, may elect to request CARES Act funding.

The CARES Act provides an economic stimulus to individuals, businesses, and schools. Although the CARES Act released additional supports indirectly to students, families, and educators through various resources, these documents will focus upon the funding stream dedicated to schools, specifically Section 18003 of the CARES Act titled the EDUCATION STABILIZATION RELIEF FUND.

The LEA is responsible for implementing equitable services for nonpublic school students, teachers, and other educational staff eligible to participate in federal programs. After consultation with each nonpublic school, please upload the completed documents **in the CARES Act application located in the GMS system by the Application due date of June 30, 2020.**

**If you have any questions, please contact the OSDE’s Ombudsman for technical assistance: Naomi Ward, naomi.ward@sde.ok.gov.**

Sincerely,

Gloria Bayouth

Gloria Bayouth

Executive Director

Office of Federal Programs

# Local Education Agency Affirmation of Consultation with Nonpublic School Officials Regarding the CARES Act

The following consultation topics are part of the requirements under Section 1117 & Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials in conjunction with the Coronavirus Aid, Relief, and Economic Security Act, (CARES Act) requirements under Section 18005.

Sec.18005 (a). IN GENERAL - A local education agency receiving funds under section 18002 and 18003 of this title (The CARES Act) shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS - The control of funds for the services and assistance provided to a nonpublic school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in public agency and a public agency shall administer funds, materials, equipment, and property and shall provide such services (or may contract for the provisions of such services with a public or private entity).

# Programs that apply: Education Stabilization Relief Fund (18003)

The following topics must be discussed during the ongoing consultation process; check to indicate that the topic has been discussed.

Education Stabilization Relief Fund (18003)

 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.).

 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.

 Provide principals and others school leaders with the resources necessary to address the needs of their individual schools.

 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.

 Development and implementation of procedures and systems to improve the preparedness and response efforts of local educational agencies.

 Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

 Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

 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.

 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.

 Providing mental health services and supports.

 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.

 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.

**\*Affirmation that timely and meaningful consultation has occurred and shall continue throughout the implementation and evaluation of service if the nonpublic school wishes to participate in the Education Stabilization Relief Fund (18003).**

**Please check one:** [ ]  **AGREE** [ ] **disagree**

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| Public School Official (Print Name and Signature) | Date |  | Public School District Name / County # / District #  |
|  |  |  |  |  |
| Public School District Address |  |  | Public School District Phone Number |
|  |  |  |  |  |
| Nonpublic School Official (Print Name and Signature)  | Date |  | Name of Nonpublic School  |
|  |  |  |  |  |
| Nonpublic School Address |  |  | Nonpublic School Phone Number |

# Nonpublic School Official (CHECK ONLY ONE):

 Timely and meaningful consultation was provided by the LEA and a CARES program was designed during the consultation process.

\_\_\_\_\_\_\_ Total nonpublic school low income student count as of October 1, 2019

\_\_\_\_\_\_\_ Total public school low income student count as of October 1, 2019

 LEA did not provide timely and meaningful consultation regarding the CARES program.

 Timely and meaningful consultation was provided by the LEA, and I understand the eligibility requirements; however, I decline Education Stabilization Relief Fund (18003) services at this time.

 The LEA did not have a nonpublic school located in the LEA attendance area.

**\*By signing below, the nonpublic official and LEA affirm that timely and meaningful consultation has occurred before the LEA made any decision that affected the participation of eligible nonpublic school children under ESSA.**

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| Public School Official (Print Name and Signature) | Date |  | Public School District Name / County # / District #  |
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| Public School District Address |  |  | Public School District Phone Number |
|  |  |  |  |  |
| Nonpublic School Official (Print Name and Signature)  | Date |  | Name of Nonpublic School  |
|  |  |  |  |  |
| Nonpublic School Address |  |  | Nonpublic School Phone Number |