



NEBRASKA

DEPARTMENT OF EDUCATION

Applicant: 07-019-0123-27 SCHUYLER COMMUNITY SCHOOLS
 Application: 2020-2021 ARP Act ESSER III 6998 - 00-
 Cycle: Amendment I

American Rescue Plan - ARP - ESSER III - 6998 ▼

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Allowable Uses					Intent and Purpose					

American Rescue Plan (ARP) ESSER III Grant - Allowable Uses

[ARP ESSER III Instructions](#)

Use of Funds: A local educational agency (LEA) that receives funds under this title may use the funds for one or more of the following 17 areas. Please check one or more of the intended use of funds areas and describe the proposed activities. You will be required to indicate the function code(s) when completing the budget detail.

- ☐ 1. Administration: Only reasonable and necessary for administering the grant. Time and effort will be required. If administrative funds are being used, it must be explained in detail.
- ☐ 2. 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 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.).
- ☐ 3. 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.
- ☐ 4. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. ** This Allowable Use is not available for ARP ESSER III. ***
- ☐ 5. 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.
- ☒ 6. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
 Explanation/Description (418 of 500 maximum characters used)
 Contract with Navigate Prepared and Nesbitt Associates to address preparedness and response to health, safety, and critical response measures. In addition we will upgrade outdated telephone, camera security and door security to improve internal and external communication to improve preparedness and critical response systems. None of these are construction projects and are included on the
- ☐ 7. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- ☒ 8. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
 Explanation/Description (166 of 500 maximum characters used)
 Air purifier systems, maintenance equipment and supplies to maintain a clean and healthy classroom environment for high risk or health compromised students and staff.
- ☐ 9. Planning for coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☒ 10. 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.
 Explanation/Description (464 of 500 maximum characters used)
 Approaching maximum character limit.
 Schuyler Community Schools has 1-1 iPads for all students in grades K-12. We will use these funds to improve connectivity, update classroom presentation materials for classrooms, update and provide STEM/Science activities, and provide digital curriculum so that all students have access when away from school. We will provide professional learning in the use of technology, apps and software so
- ☒ 11. Providing mental health services and supports.
 Explanation/Description (191 of 500 maximum characters used)
 Schuyler Community Schools will provide training to staff to recognize students that are in need of mental health support. We will research contracting or hiring mental health practitioners.
- ☒ 12. 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
 Explanation/Description (257 of 500 maximum characters used)
 Schuyler Community Schools will provide additional tutoring and acceleration during after school programming and will expand the summer school EL program to provide intensive English language instruction to beginner and early intermediate language learners.
- ☒ 13. Addressing learning loss among students, including low-income students, children with disabilities. English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by -

- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (B) Implementing evidence-based activities to meet the comprehensive needs of students.
- (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (D) Tracking student attendance and improving student engagement in distance education.

Explanation/Description (491 of 500 maximum characters used)

Approaching maximum character limit.

Star 360 suite of products will be used to provide benchmark assessments, custom formative assessments aligned to standards and Curriculum Based Measures for diagnostic and progress monitoring. These assessments will be used to provide specific evidence-based acceleration activities for all students. ESSER III funds will be used to design and implement a comprehensive language arts program

- ☐ 14. 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.
- ☒ 15. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Explanation/Description (265 of 500 maximum characters used)

The district has two school buildings that have outdated HVAC systems. We are working with Morrissey Engineering, Inc. and Carlson, West, Provandra on a pre-proposal to estimate replacing or updating the HVAC Systems at the Dual Language and High School buildings.

- ☐ 16. Other activities that are necessary to maintain the operation of and continuity of services in local educationl agencies and continuing to employ existing staff of the local educational agency.
- ☐ 17. Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.

user ID: schuyler_hoesing



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NEBRASKA

DEPARTMENT OF EDUCATION

Applicant: 07-019-0123-27 SCHUYLER COMMUNITY SCHOOLS
 Application: 2020-2021 ARP Act ESSER III 6998 - 00-
 Cycle: Amendment 1

American Rescue Plan - ARP - ESSER III - 6998 ▼

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Allowable Uses					Intent and Purpose					
American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose										ESSER III Master Instructions
Public Education										
1. Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (834 of 2500 maximum characters used)										
Due to the high percentage of English Language Learners and language barriers across the district, school leaders provided an opportunity for public input through ThoughtExchange. This allowed district patrons, staff, and students an opportunity to participate in sharing their ideas and prioritizing these ideas for this application. Parents were assisted during an Open House in each school building in August, community members recruited to participate through the Chamber of Commerce as well as on school websites. Students in grades 9-12 participated in offering their input and staff was encouraged to										
2. Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.										
a. Who was consulted? How did the consultation occur and what were the outcomes? (883 of 2500 maximum characters used)										
Due to the high percentage of English Language Learners and language barriers across the district, school leaders provided an opportunity for public input through ThoughtExchange. This allowed district patrons, staff, and students an opportunity to participate in sharing their ideas and prioritizing these ideas for this application. Parents were assisted during an Open House in each school building in August, community members recruited to participate through the Chamber of Commerce as well as on school websites. Students in grades 9-12 participated in offering their input and staff was encouraged to										
b. Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision? (589 of 1000 maximum characters used)										
Due to the success of ThoughtExchange, the district will continually assess student, staff, parents and community members to engage stakeholders in the process. This process will continue several times throughout the school year on a range of strategic initiatives across the district, including safe operations of school and options to meet the changing needs of our students and community priorities. Our leadership of 20 district employees representing all buildings and levels, including the head school nurse, review this input and will make changes accordingly for second semester.										
c. The district URL address where the Plan for Safe Return can be found. <u>ARP Act pf 2021 (H.R. 1319)</u> (333 of 500 maximum characters used)										
The district website URL is: https://www.schuylercommunityschools.org/ The specific Return-to-Learn Plan link is on the main page at the top right corner. This is listed on all building sites and is easily accessible over our district app as well.										
Return to Learn URL is: https://www.schuylercommunityschools.org/browse/249757										
3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.										
a. How will 20% of the allocation be used to address student learning loss? (1815 of 2500 maximum characters used)										
Purchase of a new language arts program that aligns with new ELA Standards and includes built in structures for working with English Learners. Early grades must include the Foundations of Reading standards. Provide training and curriculum development work time to staff to prepare to teach through the new materials from Day 1.										
Implement Learning Sciences International's Student Evidence Tracker. Using this program, students are engaged in self-										
b. At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is "Demonstrates a Rationale" the District Must upload a file with information about the Evidence Based Rationale. <u>ESSER III - Evidence-Based Interventions - Google Docs</u> <input type="radio"/> Strong <input checked="" type="radio"/> Moderate <input type="radio"/> Promising <input type="radio"/> Demonstrates a Rationale										
c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?										

(635 of 2500 maximum characters used)

No ELA program will be selected that does not meet the expectations on the Nebraska Instructional Materials Collaborative site. NDE has established that High Quality Instructional Materials coupled with an appropriate level of professional learning has a greater impact on student achievement. The Student Evidence Tracker puts students in charge of evaluating their level of learning. According to Visible Learning for Teachers by John Hattie, self-evaluation in which a learner actually evaluates what he or she has learned, has a .62

d. Include the hyperlink to the evidence source.

(205 of 2500 maximum characters used)

<https://nematerialsmatter.org/ela/ela-k-2/>
<https://campaigns.learningsciences.com/student-evidence-tracker/> (upload this document: LSI52-04-ESSA-Level-4-Paper)
<https://edreports.org/compare/results/math-hs>

e. How are these resources providing support for students that missed instructional time?

(942 of 2500 maximum characters used)

The English Language Arts curriculum development work time will include adjustments to our scope and sequence to allow for previously missed concepts to be presented at the moment new, related concepts are presented. The Student Evidence Tracker will allow students and teachers to quickly see what learning has been missed and then take necessary steps to rectify that situation.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). Learning Loss Document

(943 of 2500 maximum characters used)

We have a large population of EL or formally EL students. These students must be served in the classroom alongside non-EL peers. Adopting a program that includes coordination between English Language Arts instruction and instruction focused on English Learners will ensure that all teachers have the materials and ability to teach to all students in the class. All students will be tracking their progress and teachers will be monitoring the learning of all students. This will allow teachers to individualize instruction better by knowing what all students need.

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

(758 of 2500 maximum characters used)

The anticipated outcomes of ensuring that instruction in English Language Arts is aligned with the appropriate level of rigor with the standards and that students are cognitively engaged through collaborative, problem solving lessons is that overall student achievement will improve by five percentage points a year for at least the next three years. Therefore, we expect that district wide percent proficient on the NSCAS will increase from 37% to 52% across all grade levels in all buildings. We will also expect that the percentage of students proficient on the ACT at the high school level will

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

(931 of 2500 maximum characters used)

NSCAS Assessment data for 2021 shows that 37% of our students in grades 3-8 are meeting proficiency in English Language Arts and that 21% of our students are meeting proficiency levels on the ACT in English Language Arts. This is the main data that we used to determine the fact that we are not meeting student needs in ELA through all grade levels. Observation and evaluation data indicate that strong teaching strategies are being used so we must ensure that students are cognitively engaged in standards aligned instruction at the appropriate level of rigor.

user ID: 99296207909683200



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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPa	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Instructional Staff		Noninstructional Staff			Operational Equipment			Capital Assets		

American Rescue Plan (ARP) ESSER III Grant - Instructional Staff

Full Time Equivalency (FTE) is the indication of the time an individual spends in their position assignment as it relates to the total time in the work week defined for that position by each school/system during the regular school year. The number of hours in a work week may vary between school districts/systems, schools in a district/system, and within a school (i.e., the number of hours in the work week for school administrative staff may differ from the number of hours in the work week for teaching staff). In all cases, full-time is equal to 1.00. No individual should be reported as more than 1.00 FTE regardless of how many positions that individual serves in a district/system.

This page is for the identification of Instructional Staff paid with American Rescue Plan (ARP) ESSER III Grant Funds. FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S OR PRINCIPAL'S SALARY.

NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under the correct activity(ies). If stipends are to be paid, list the word Stipends under the Staff Paid column and 0 (zero) for FTE.

The total of all staff pages should equal the total of the 100 column on the budget.

Use the Additional Entries button if you have more than 10 instructional staff or upload a file of instructional staff.

Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.

List Name(s) of Instructional Staff Paid with American Rescue Plan (ARP) ESSER III Grant Funds	Name of School	Total Contracted Salary without benefits and/or extra curricular	FTE of American Rescue Plan (ARP) ESSER III Grant	Amount of Salary Paid with American Rescue Plan (ARP) ESSER III Grant Funds without benefits and/or extra curricular
Extended Day/Year Stipends	Schuyler Elementary	100,000	1.00	100,000
Extended Day/Year Stipends	Schuyler Middle School	50,000	1.00	50,000
Extended Day/Year Stipends	Schuyler High School	50,000	1.00	50,000

Calculated Amount Paid

No files are currently uploaded for this page.

The file name should not include special characters (\$, # , & , '). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.



MTW SOLUTIONS

Building	Item	Qty	Price	Item Total	Item	Qty	Price	Item Total	Item	Qty	Price	Item Total
SCHS	iPad and case	160	\$340.00	\$54,400.00	iPad Pro bundle (t	6	\$1,490.00	\$8,940.00	MacBook Pro	6	\$1,330.00	\$7,980.00
	iPad and case	128	\$340.00	\$43,520.00	iPad Pro bundle	5	\$1,490.00	\$7,450.00	MacBook Pro	5	\$1,330.00	\$6,650.00
SES	iPad and case	96	\$340.00	\$32,640.00	iPad Pro bundle	10	\$1,490.00	\$14,900.00	MacBook Pro	8	\$1,330.00	\$10,640.00
Preschool	iPad and case	0	\$0.00	\$0.00	iPad Pro bundle	0	\$0.00	\$0.00	MacBook Pro	1	\$1,330.00	\$1,330.00
Richland	iPad and case	17	\$340.00	\$5,780.00	iPad Pro bundle	2	\$1,490.00	\$2,980.00	MacBook Pro	2	\$1,330.00	\$2,660.00
Fishers	iPad and case	19	\$340.00	\$6,460.00	iPad Pro bundle	2	\$1,490.00	\$2,980.00	MacBook Pro	2	\$1,330.00	\$2,660.00
Dual Language	iPad and case	0	\$0.00	\$0.00	iPad Pro bundle	0	\$0.00	\$0.00	MacBook Pro	1	\$1,330.00	\$1,330.00
		420		\$142,800.00		25		\$37,250.00		25		\$33,250.00

Building	Item	Qty	Price	Item Total	Item	Qty	Price	Item Total	Item	Qty	Price	Item Total
SCHS	Air Purifiers	5	\$1,000.00	\$5,000.00	Security Cameras	50	\$1,700.00	\$85,000.00	Servers for Securit	2	\$4,975.00	\$9,950.00
SMS	Air Purifiers	5	\$1,000.00	\$5,000.00	Security Cameras	50	\$1,700.00	\$85,000.00	Server for Security	1	\$4,975.00	\$4,975.00
SES	Air Purifiers	15	\$1,000.00	\$15,000.00	Security Cameras	50	\$1,700.00	\$85,000.00	Server for Security	1	\$4,975.00	\$4,975.00
Preschool	Air Purifiers	5	\$1,000.00	\$5,000.00	Security Cameras	20	\$1,700.00	\$34,000.00	Server for Security	1	\$4,975.00	\$4,975.00
Richland	Air Purifiers	10	\$1,000.00	\$10,000.00	Security Cameras	15	\$1,700.00	\$25,500.00	Server for Security	1	\$4,975.00	\$4,975.00
Fishers	Air Purifiers	10	\$1,000.00	\$10,000.00	Security Cameras	15	\$1,700.00	\$25,500.00	Server for Security	1	\$4,975.00	\$4,975.00
Dual Language		0	\$0.00	\$0.00	Security Cameras	20	\$1,700.00	\$34,000.00	Server for Security	1	\$4,975.00	\$4,975.00
		50		\$50,000.00		220		\$374,000.00		8		\$39,800.00

Building	Item	Qty	Price	Item Total	Building Total
SCHS	TV & Apple TV	12	\$900.00	\$10,800.00	\$82,120.00
SMS	TV & Apple TV	10	\$900.00	\$9,000.00	\$66,620.00
SES	TV & Apple TV	18	\$900.00	\$16,200.00	\$74,380.00
Preschool	TV & Apple TV	1	\$900.00	\$900.00	\$2,230.00
Richland	TV & Apple TV	4	\$900.00	\$3,600.00	\$15,020.00
Fishers	TV & Apple TV	4	\$900.00	\$3,600.00	\$15,700.00
Dual Language	TV & Apple TV	1	\$900.00	\$900.00	\$2,230.00
		50		\$45,000.00	\$258,300.00

Building	Item	Qty	Price	Item Total	Item	Qty	Price	Item Total	Building Total
SCHS	Phone/Pager syst	100	\$800.00	\$80,000.00	Door Access	8	\$2,500.00	\$20,000.00	\$20,000.00
SMS	Phone/Pager syst	80	\$750.00	\$60,000.00	Door Access	4	\$2,500.00	\$10,000.00	\$10,000.00
SES	Phone/Pager syst	80	\$750.00	\$60,000.00					\$0.00
Preschool	Phone/Pager syst	26	\$750.00	\$19,500.00	Door Access	1	\$3,333.00	\$3,333.00	\$3,333.00
Richland	Phone/Pager syst	20	\$750.00	\$15,000.00	Door Access	1	\$3,333.00	\$3,333.00	\$3,333.00
Fishers	Phone/Pager syst	20	\$750.00	\$15,000.00	Door Access	1	\$3,333.00	\$3,333.00	\$3,333.00
Dual Language	Phone/Pager syst	26	\$750.00	\$19,500.00	Door Access	3	\$3,333.00	\$9,999.00	\$9,999.00
		352		\$269,000.00				\$49,998.00	\$782,798.00

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Applicant: 07-019-0123-27 SCHUYLER COMMUNITY SCHOOLS

American Rescue Plan - ARP - ESSER III - 6998 ▼

Application: 2020-2021 ARP Act ESSER III 6998 - 00-
Cycle: Amendment 1

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Instructional Staff	Noninstructional Staff	Operational Equipment	Capital Assets
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American Rescue Plan (ARP) ESSER III Grant - Capital Assets

Budgeted in Object Code 700

Prior written approval is needed for any capital assets purchases. There are two forms available for this application:

1. [Non Construction Project Form](#)
2. [Construction Project Form](#)

A PDF of the pre-approval form(s) completed by the district and approved by a Federal Programs Administrator MUST be uploaded to this page.

Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:

- a. Under normal conditions of use can be expected to last longer than a year,
- b. Does not lose its identity through fabrication or incorporation into a different or more complex unit,
- c. Is nonexpendable (more feasible to repair the item than to replace),
- d. Retains its appearance and character through use,
- e. Is of significant value and/or may be
- f. Small and attractive.

Itemize equipment items costing \$5,000 or more per unit or equipment that must be capitalized (depreciated).

Only equipment that has a unit cost of \$5,000 or more can be budgeted in Object Code 700 on the Budget Detail page. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.

This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 700 Object Code column.

Itemize proposed Capital Assets that will be funded with this grant. Select Add Additional Entries if you need to enter more items.

Replace and upgrade HVAC systems at the High School 1953 Addition. The current heating and cooling systems do not include make-up fresh air. To minimize the spread of COVID, these classrooms need new or upgraded ventilation systems that allow for the inclusion of make-up fresh air. The new heat and cooling systems will allow for the replacement of the boiler systems, upgrade or replacement of cooling systems and ventilation systems that provide make-up fresh air to the classrooms. Dr. Hoelsing, Superintendent and Ron Mundil, Director of Facilities will work with Carlson, West and Provandra as architects on the projects and with Morrissey Engineering on the estimates for these replacements/upgrades. See attached information.

Location Schuyler Central High School

Unit Cost 1,000,000

Quantity 1

Calculated Total Cost: 1,000,000

Replace and upgrade HVAC systems at the K-2 Dual Language Building. To minimize the spread of COVID, these classrooms need new or upgraded ventilation systems that allow for the inclusion of make-up fresh air. The current heating and cooling systems do not include make-up fresh air. The new heat and cooling systems will allow for the replacement of the boiler systems, upgrade or replacement of cooling systems and ventilation systems that provide make-up fresh air to the classrooms. Dr. Hoelsing, Superintendent and Ron Mundil, Director of Facilities will work with Carlson, West and Provandra as architects on the projects and with Morrissey Engineering on the estimates for these replacements/upgrades. See attached information.

Location K-2 Dual Language School

Unit Cost 550,000

Quantity 1

Calculated Total Cost: 550,000

The district will purchase an Advance Aqua Plus Carpet Extractor for the high school to improve cleaning of carpets in classrooms and reduce the spread of COVID. Unlike elementary classrooms, the classrooms have different students each period. Therefore, cleaning and sanitizing classrooms at the high school becomes difficult without the necessary equipment. The cost of this Advance Aqua Plus Carpet Extractor is \$9,981.50.

Location Schuyler Central High School

Unit Cost 9,982

Quantity 1

Calculated Total Cost: 9,982

Replace and upgrade HVAC systems at the High School Vocational Education and Gymnasium. The current heating and cooling systems do not include make-up fresh air. To minimize the spread of COVID, these classrooms need new or upgraded ventilation systems that allow for the inclusion of make-up fresh air. The new heat and cooling systems will allow for the replacement of the boiler systems, upgrade or replacement of cooling systems and ventilation systems that provide make-up fresh air to the classrooms. Dr. Hoelsing, Superintendent and Ron Mundil, Director of Facilities will work with Carlson, West and Provandra as architects on the projects and with Morrissey Engineering on the estimates for these replacements/upgrades. See attached information.

Location High School vocational classrooms/gym

Unit Cost 500,000

Quantity 1

Calculated Total Cost: 500,000

[Construction Project Form-20211103104747-schuyler_hoesing.pdf](#)

[Constructon Project-20210914020717-schuyler_hoesing.pdf](#)

[Engineering and Construction Estimates-20210914020844-schuyler_hoesing.pdf](#)

[Non-Construction Project-20210914020622-schuyler_hoesing.pdf](#)

[Schuyler Community Const Form-20211108035945-schuyler_hoesing.pdf](#)

[Schuyler Community Non Const Form-20211108040038-schuyler_hoesing.pdf](#)