



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

February 4th Task Force Meeting Pre-Read Materials

Dear Task Force members,

Update on ESSER II Application Process

The ESSER II application process was launched on March 24th, and it is a rolling process unlike EANS. The Kansas State Department of Education (KSDE) review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible. The first 55 applications were reviewed by the Task Force in prior meetings and approved by the State Board on May 11th. The second batch consisted of 76 ESSER II applications, and they were reviewed by the Task Force in prior meetings and approved by the State Board on June 6th. The third batch consisted of 38 ESSER II applications and 12 change requests, and they were approved by the State Board on July 14th. The fourth batch consisted of 21 ESSER II applications and 12 change requests and were approved by the State Board on August 10th. The pre-read sent on August 25th consisted of 14 applications and 19 change requests. The pre-read sent on September 8th, consisted of 22 applications and 11 change requests. The August 25th and the September 8th pre-reads were approved by the State Board on September 14th. The September 29th pre-read consisted of 18 applications and 12 change requests and were approved at the October 12 State Board Meeting. The November 3rd pre-read consisted of 20 applications and 6 change requests and were approved at the November 9th State Board Meeting. The December 10th pre-read consisted of 14 applications and 26 change requests and were approved at the December 14th State Board Meeting. This pre-read batch consists of 17 ESSER II change requests and 29 ESSER III applications. This pre-read will be voted on at the February 4th Taskforce meeting.

Once a district's application is approved by the State Board, it may begin drawing down its ESSER II funds as needed, monthly, through the same process utilized for ESSER I funds. Any application that has not yet been fully reviewed will be deferred to future batches and will be addressed in upcoming Task Force meetings.

Reminder

When reviewing the PDFs, you will notice certain line items are highlighted different colors; the different colors will represent the type of change request a line item is. Below will be a key to help you navigate through the recent update on the PDFs for change requests.



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- For new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.
- For items deemed ineligible by the KSDE review team, the item will be highlighted in red.

In addition to this cover letter, this pre-read contains the following:

- 18 districts are requesting a change to their previously allocated ESSER II funds.
- 24 districts are allocating ESSER III funds. This includes their plans as well as their line items.

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email ESSER@ksde.org no later than Thursday, February 3rd at 4:00 p.m. so information for the district in question can be included in the presentation materials.

MINUTES



Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money - Friday, December 10th, 2021

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, December 10th.

The meeting was conducted via video conference and was live streamed for the public to observe and listen.

Approval of Agenda

Melissa Rooker made a motion to approve the agenda for the December 10th meeting and Jamie Rumford seconded it. Motion carried (13-0).

Motion
(00:09:00)

Attendance:

The following Task Force members attended by video conference:

Jim Porter	Frank Harwood
Janet Waugh	Roberta Lewis
Brenda Dietrich	Tracy Callard
Pat Pettey	Janet Eaton
Simeon Russell	Nick Compagnone
Lisa Peters	Adam Proffitt
Mike Argabright	Melissa Rooker
Jamie Rumford	

Approval of November 5th Minutes

Chairman Porter made a motion to approve of the November 5th minutes, and Frank Harwood seconded it. Motion carried (13-0).

Motion
(00:09:28)

ESSER II: Application Status Update – Tate Toedman

(00:10:20)

Tate Toedman started the meeting off by stating that 286 out of 286 ESSER II plans (100%) have been submitted. After today's task force meeting (if all ESSER II plans are recommended to the State Board by the task force), it will bring the total amount of ESSER II plans to be presented to the State Board of Education to 286 (14 from today and 272 from previous TF meeting batches). The recommendations from today will be presented to the State Board of Education during their monthly meeting on December 14th and 15th, 2021.

ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE – Tate Toedman

(00:16:07)

Tate Toedman mentioned that the 14 districts represented in today's batch have requested \$4.3 million total (64% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$2,104 to \$777,812; average amount per district is \$304,451. The eligible planned expenditures (for this batch) per student average range from \$9 to \$1,087; average amount is \$494.

ESSER II: Discussion of Requests Deemed Ineligible by KSDE – Tate Toedman

(00:18:08)

The KSDE review team deemed one request as ineligible, which was submitted by USD 374 Sublette. USD 374 Sublette's specific request was \$18,301 for to improve LEA preparedness and response efforts. The KSDE review team did not see the COVID-19 relation with this specific request.

ESSER II: Discussion of Change Requests – Tate Toedman

(00:19:58)

There were 26 districts that had submitted change requests and were included in the December 10th meeting material. The eligible expenditures for the 26 change requests totaled to \$104,920,406 (cumulative). The net change for the eligible requests will be \$14,626,282. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

ESSER III: Status Update – Tate Toedman

(00:26:52)

The KSDE review team has started their review of the ESSER III applications. The allowable activities for ESSER III will remain the same as ESSER I and II but ESSER III will require stakeholder engagement. ESSER III applications will be presented to the Task Force during their February meeting.

Vote to Recommend the ESSER II Application and Change Requests Slate to Kansas State Board of Education – Tate Toedman

(00:38:46)

Melissa Rooker made a motion to approve the ESSER II applications and change requests and Bert Lewis seconded it. Motion carried (15-0).

Adjournment – Chairman Porter adjourned the meeting at 3:31 p.m. The next meeting will occur on Friday, February 4th, 2022 at 3:00 p.m.

(00:40:50)



Commissioner's K-12 Relief Funds Task Force



KANSAS
STATE DEPARTMENT OF
EDUCATION
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Task Force Meeting
February 4th, 2022

Kansas leads the world in the success of each student.

ESSER II: Change Application Status Update

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2

ESSER II status update

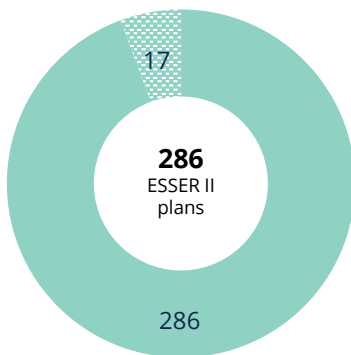
17 ESSER II change plans projected to be reviewed in the current slate and then will be recommended to the State Board for approval on February 8th, 2022.

- 17 ESSER II change applications from districts representing 26,018 students¹
- 661 individual budgeted expenditures totaling a value of \$19.6M

1. Based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.



ESSER II Update | Overview



Slates of plans previously approved by State Board

286 plans

\$278.9M

Batch of change request plans being reviewed today

17 plans

\$19.6M

Batch of plans being reviewed today

0

\$0

Plans that have not yet been submitted

0 plans

Plans that are in progress

0 plans



ESSER II: Discussion of Change Requests Deemed Eligible by KSDE



ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
219	Minneola	\$160,709	\$160,709	\$160,709	\$0	Computers
248	Girard	\$690,953	\$676,599	\$690,953	\$14,354	Premium Pay, Ed Tech
260	Derby	\$2,642,818	\$2,642,818	\$2,642,818	\$0	Salaries
287	West Franklin	\$357,046	\$357,046	\$357,046	\$0	Nurse



ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
290	Ottawa	\$1,569,755	\$1,568,000	\$1,569,755	\$1,755	Chromebooks, Premium Pay
341	Oskaloosa	\$362,808	\$255,365	\$362,808	\$107,443	Full-Time Substitutes, Ed Tech
343	Perry	\$324,882	\$303,577	\$321,089	\$17,512	Salaries, Premium Pay



ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
352	Goodland	\$715,088	\$715,088	\$634,088	(\$81,000)	HVAC, Premium Pay
361	Chaparral	\$701,075	\$701,075	\$701,075	\$0	Salaries, Premium Pay
380	Vermillion	\$213,147	\$213,147	\$213,147	\$0	Mental Health



ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
396	Douglass	\$255,440	\$219,943	\$219,943	\$0	Full-Time Substitutes, Premium Pay
405	Lyons	\$757,981	\$757,981	\$757,981	\$0	HVAC
409	Atchison Public Schools	\$1,612,474	\$1,170,988	\$1,612,747	\$441,759	Full-Time Substitutes, Premium Pay, PD



ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
436	Caney Valley	\$557,599	\$557,599	\$557,599	\$0	Premium Pay
453	Leavenworth	\$4,544,307	\$3,273,910	\$4,544,307	\$1,270,397	Premium Pay, Substitutes, PD
474	Haviland	\$90,327	\$90,327	\$90,327	\$0	Premium Pay, HVAC

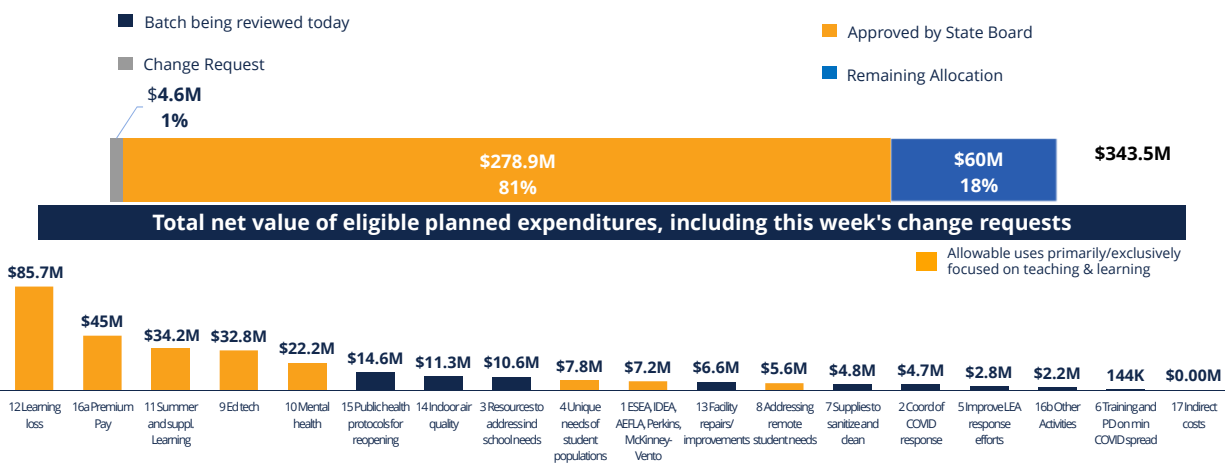


ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
480	Liberal	\$4,638,494	\$1,385,047	\$4,215,494	\$2,830,447	Curriculum, PD, Ed Tech,
Total		\$20,194,903	\$15,049,219	\$19,651,886	\$4,602,667	



ESSER II Change Request Summary Allowable Use





Any questions or comments on change requests shared in the pre-read?



ESSER III: Summary & Discussion of Requests Deemed Eligible by KSDE



ESSER III status update

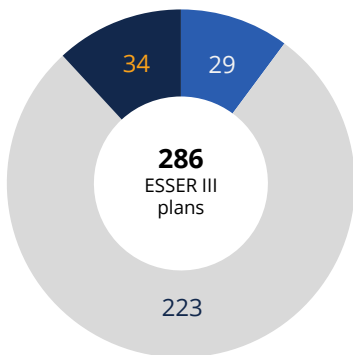
29 ESSER III plans projected to be reviewed in the current slate and then will be recommended to the State Board for approval on February 8th, 2022.

- 29 districts submitted ESSER III plans representing 77,438 students¹

1. Based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.



ESSER III Update | Overview



Slates of plans previously approved by State Board

0 plans

\$0

Batch of change request plans being reviewed today

0 plans

\$0

Batch of plans being reviewed today

29

\$55.6M

Plans that have not yet been submitted

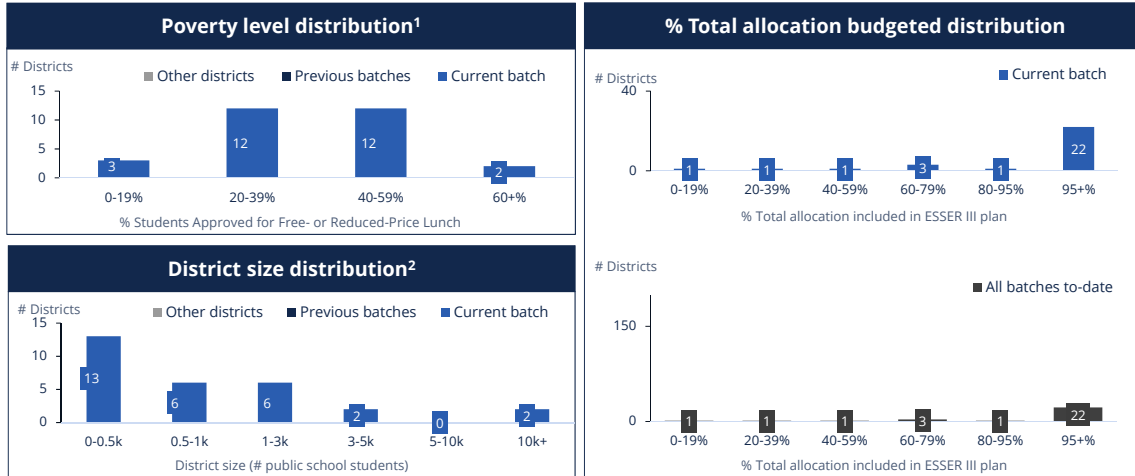
223 plans

Plans that are in progress

34 plans

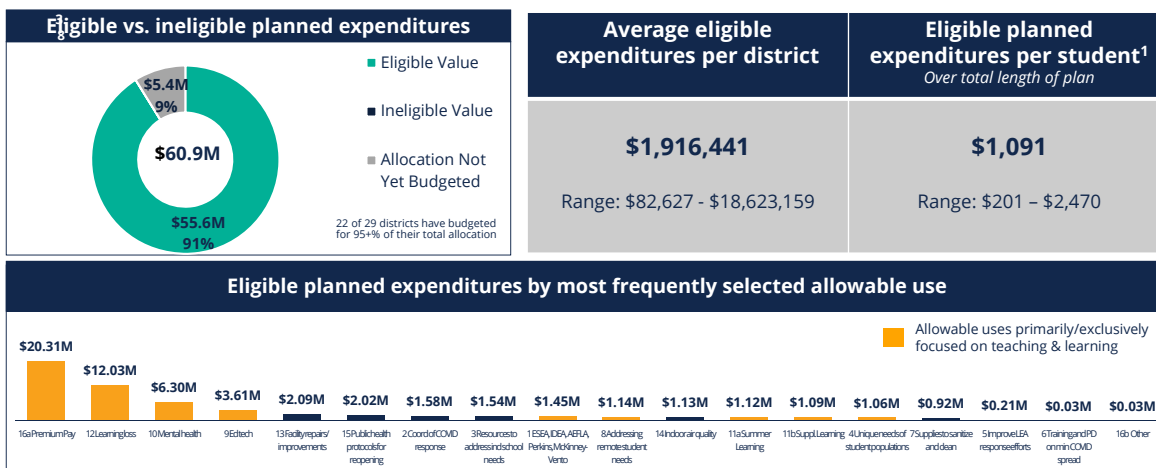


Program Summary | Profile of monthly batch of ESSER III districts



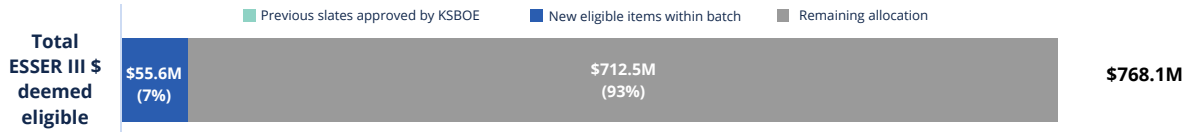
1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year. 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals

Summary of Today's Batch

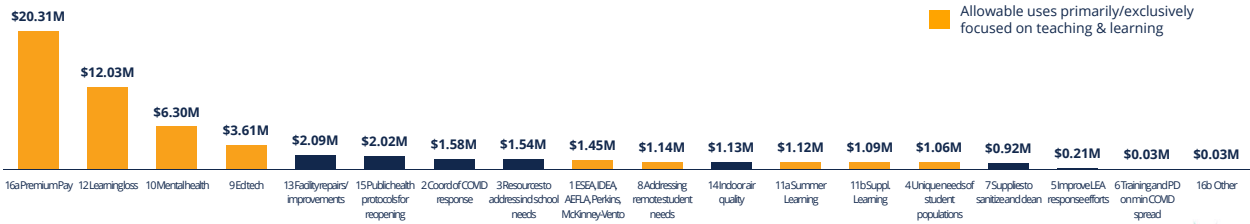


1. Based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals. Note: Allowable use categorization is displayed based on district reporting. Data does not reflect change request.

Cumulative ESSER III Program Summary



Total cumulative value of eligible planned expenditures, including this week's eligible items



Note: Allowable use categorization is displayed based on district reporting



Any questions or comments on eligible requests shared in the pre-read?



Vote to recommend the final slate of requests (including changes) to State Board

Scope: 17 ESSER II change requests + 29 ESSER III applications



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Thank You



Kansas leads the world in the success of each student.

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	219	Minneola	247	57%	\$ 160,709	\$ 160,709	100%	\$ 160,709	\$ 160,709	\$ -	100%	\$ 650
2	248	Girard	976	42%	\$ 690,953	\$ 676,599	98%	\$ 690,953	\$ 690,953	\$ 14,354	100%	\$ 708
3	260	Derby	6,931	44%	\$ 2,642,818	\$ 2,642,818	100%	\$ 2,642,818	\$ 2,642,818	\$ -	100%	\$ 381
4	287	West Franklin	591	48%	\$ 357,046	\$ 357,046	100%	\$ 357,046	\$ 357,046	\$ -	100%	\$ 605
5	290	Ottawa	2,184	52%	\$ 1,569,755	\$ 1,568,000	100%	\$ 1,569,755	\$ 1,569,755	\$ 1,755	100%	\$ 719
6	341	Oskaloosa Public Schools	568	51%	\$ 362,808	\$ 255,365	70%	\$ 362,808	\$ 362,808	\$ 107,443	100%	\$ 639
7	343	Perry Public Schools	728	35%	\$ 324,882	\$ 303,577	93%	\$ 324,882	\$ 321,089	\$ 17,512	99%	\$ 441
8	352	Goodland	882	46%	\$ 715,088	\$ 715,088	100%	\$ 634,088	\$ 634,088	\$ (81,000)	100%	\$ 719
9	361	Chaparral	736	63%	\$ 701,075	\$ 701,075	100%	\$ 701,075	\$ 701,075	\$ -	100%	\$ 952
10	380	Vermillion	553.80	28%	\$ 213,147	\$ 213,147	100%	\$ 213,147	\$ 213,147	\$ -	100%	\$ 385
11	396	Douglass Public Schools	615.70	36%	\$ 255,440	\$ 219,943	86%	\$ 219,943	\$ 219,943	\$ -	100%	\$ 357
12	405	Lyons	737.50	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -	100%	\$ 1,028
13	409	Atchison Public Schools	1,586.80	58%	\$ 1,612,474	\$ 1,170,988	73%	\$ 1,612,747	\$ 1,612,747	\$ 441,759	100%	\$ 1,016
14	436	Caney Valley	724.70	43%	\$ 557,599	\$ 557,599	100%	\$ 557,599	\$ 557,599	\$ -	100%	\$ 769
15	453	Leavenworth	3,306.90	51%	\$ 4,544,307	\$ 3,273,910	72%	\$ 4,544,307	\$ 4,544,307	\$ 1,270,397	100%	\$ 1,374
16	474	Haviland	100.00	43%	\$ 90,327	\$ 90,327	100%	\$ 90,327	\$ 90,327	\$ -	100%	\$ 903
17	480	Liberal	4,550.30	82%	\$ 4,638,494	\$ 1,385,047	30%	\$ 4,215,494	\$ 4,215,494	\$ 2,830,447	100%	\$ 926
Total			26,018	54%	\$ 20,194,903	\$ 15,049,219	75%	19,655,679	\$ 19,651,886	\$ 4,602,667	100%	\$ 755

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.
2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

Kansas CommonApp (2020)

2597-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WBRaoYmW

219_Minneola_ESSER_II_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Minneola USD #219

Applicant / Mailing Address

| 111 East Locust

Applicant / First and Last Name of Owner, CEO, or Executive Director | Lance Custer

Applicant / Email Address of Owner, CEO, or Executive Director | lcuster@usd219.org

Applicant / Phone Number | 6208854372

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Minneola

District Number | 219

Mailing Address | Street Address | 111 E. Locust St.

Mailing City	Minneola
Mailing Address Zip Code	67865
Authorized Representative of the District Name	Lance Custer
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	lcuster@usd219.org
Authorized Representative of the District Phone Number	+16208854372
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

At Minneola USD 219 COVID has impacted all 240 students in some form or another. The biggest area has been the learning loss from students being in and out of school due to either exposure or having COVID. During the end of the year assessments including state assessments, AIMS WEB, and STARR we noticed a large drop across the district. This especially hit hard with students with low SES and IEPs.

We also saw an increase in the emotional impact it had on multiple students in all age groups. This made itself evident with the increase in counsel sessions with students and parent contacts.

One other area has been the increase in financial burden to the district for PPE materials needed for staff and students. There was also an increase in the cleaning supplies needed to help reduce the spread of COVID.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Minneola ISD 219 plans to utilize the funds in three different areas. The first one is to address the learning loss that has taken place with many of our students. This became very apparent at the end of the 20-21 school year. To help address this we plan to utilize 4 staff inservice days to provide training and allow time for staff to create plans that will be implemented this year. The staff will be paid a premium pay of \$100/month for the extra time to create opportunities to address the learning loss due to COVID.

The second area that will be addressed is the use of funds to purchase additional computers and hardware for staff. This will be utilized in the event a student or staff member becomes quarantined due to exposure or contacting COVID. It will also be utilized to provide internet access to families who do not have it at home if they become quarantined and need to remote in for class or complete assignments.

The final area will be to provide PPE for students and staff when needed because of COVID. It will also be utilized to purchase additional cleaning supplies for each individual classroom and sanitization station due to COVID.

In all, the additional ESSER II funds will be used to directly increase the safety of all students and staff in the buildings and address the learning loss that has been identified. It will help to ease the burden of additional supplies needed for cleaning and technology to connect students and staff.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

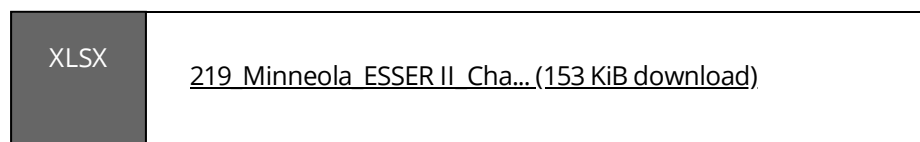
Minneola USD 219 will first look at the learning loss by utilizing state assessments, AIMS WEB, FastBridge, Starr, and other classroom assessments to identify the areas of improvement.

We will also track the number of students having access to technology during quarantines and make needed adjustments.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

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34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

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A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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[72 FR 3703, Jan. 25, 2007]

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- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

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§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing principals and other 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lance Custer

Date | 12/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
219	Minneola	1/10/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
219-1-001-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Supplies and equipment for extra cleaning due to COVID.	\$ 12,000	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	07-2600-600-002	Approved at the 10/12/2021 State Board Meeting
219-1-002-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	PPE supplies for students and staff due to COVID.	\$ 6,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	07-1000-610-002	Approved at the 10/12/2021 State Board Meeting
219-1-003-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change request - Minneola USD 219 will use ESSER II money to pay employees \$100/month for extra time to address learning loss due to COVID. Including remote teaching and extra cleaning. Was originally approved for \$43,000 for the FY23 but that needs to be changed to cover the entire school year plus expected staff additions that had not previously been accounted for.	\$ 92,000	\$ -	\$ 43,000	\$ 49,000	\$ -	07-1000-110-002	Change Request: Previously approved for \$43,000 SFY 2022, \$43,000 SFY 2023 and \$20,000 SFY 2024

219-1-004-20220208	Eligible	Direct Allocation	Instructional Programs Improvement Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - Purchase computers for staff to provide connectivity between home and school and address learning loss due to COVID. This cost will allow the district to replace 14 computers @ approx \$2000 each that were not capable to allow for remote learning. It will also allow to replace 6 in FY23 and 5 in FY24 in anticipation of potential remote learning due to COVID infection and quarantining as well as ongoing work recovering learning loss.	\$ 50,709	\$ -	\$ 28,709	\$ 12,000	\$10,000	07-1000-321-002	New Line Item
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Kansas CommonApp (2020)

2596-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GQXzwleE

248_Girard_0330 (copy) (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 248 - Girard

Applicant / Mailing Address

| bbauer@girard248.org

Applicant / First and Last Name of Owner, CEO, or Executive Director | Blaise Bauer

Applicant / Email Address of Owner, CEO, or Executive Director | bbauer@girard248.org

Applicant / Phone Number | 620-724-4325

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Website Address (if applicable) | girard248.org

Application details

Full District Name | girard public schools

District Number		248
Mailing Address Street Address		415 north summit avenue
Mailing City		girard
Mailing Address Zip Code		66743
Authorized Representative of the District Name		blaise bauer
Authorized Representative of the District Position or Title		superintendent
Authorized Representative of the District Email Address		bmein@girard248.org
Authorized Representative of the District Phone Number		+16207244325
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		lmasters@girard248.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, the mandatory in-person shut down of schools with the replacement of full remote learning during the months of March, April and May of 2020. This shutdown from in-person to remote learning was negatively impactful on student achievement\progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest in larger amounts of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses. Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 10% of our students and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure. To date, our district has had 610 students in COVID-19 isolation (86 tested positive, 524 quarantined), or 64% of the student enrollment headcount. In addition, we had 71 staff members in COVID-19 isolation (31 tested positive, 38 quarantined), or 60% of our staff headcount. As a result, this has negatively impacted the academic and social\emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other 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.

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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, 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 IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our ESSER II funds will directly impact the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federal authorized uses of ESSER II funds. At this point, we are requesting approval of \$601,587 of our \$690,953 allocation, or 87%. Below is a breakdown of our proposed ESSER II budget, the authorized use number for justification and the requested dollar percentage of our \$690,953 allocation. Mental Health Services (3%)-Summer

learning/after school programs (6%) (A,B,C,D) - Learning Loss Assessments that includes all subgroups (11%)12-Facility Repairs (1%)14-Indoor Air quality (18%)15-Other Activities (Food Service) (8%)3-Resources to Address School Needs (1%)5-Preparedness and Response (.5%)7-Sanitation (4%)8-Long Term Closures (.5%) 9-Educational Technology (36%) We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology and replace equipment damaged when students took devices home during mandated quarantines and school closings. We are allocating the second largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in the middle school and high school. Our remaining ESSER II funds will address mental health services, student learning loss, improved sanitation, food service needs to mitigate COVID risks, the purchase of learning software, professional development for staff, summer school and after school programs for students and compensation for staff to provide student services outside their normal contract. Our proposal to use ESSER II funding involved input from all staff in the district and the USD 248 Board of Education.

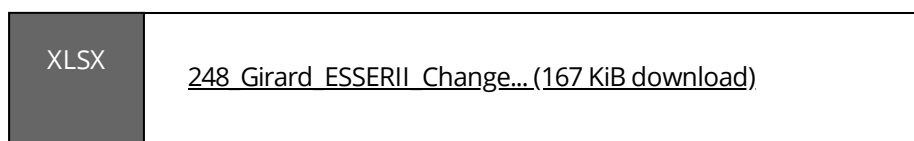
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Educational Technology: The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. In addition, we should see an impact on helping students who have suffered learning loss with the additional resources/staff. Long-Term Sub, Summer School, Title I Paraprofessional, Learning Loss, Social, Emotional, Mental Health Services: To determine the impact of expenditures in this list of allowable uses, we will use assessments screeners to collect data and measure student academic recovery. Indoor Air Quality Improvement: We will determine the impact for this allowable use area from staff observation/input and air quality testing. Other activities Facility Repairs: The main expenditure in this allowable use area is for Food Service and maintaining COVID mitigation standards/practices.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

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- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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§200.303 Internal controls.

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§200.320 Methods of procurement to be followed;

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Blaise Bauer

Date | 12/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
248	Girard	1/10/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
248-1-001-20220208	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We are working the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	96529	Approved at the 8/10/2021 State Board Meeting
248-1-002-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: Reduced cost. Originally approved at \$1,260. Cost was reduced to \$490. Summer school will provide extra learning opportunities for students who lost academic success due to Covid.	\$ 490	\$ 490	\$ -	\$ -	\$ -	96523	Change Request: Previously approved for \$1,260 SFY 2021
248-1-003-20220208	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	This will provide resources to support the social-emotional development/behaviors of students in our after school/summer school programs that reinforce the skills taught during our school day. This includes increasing emotional regulation, building social skills, and resources used to help calm students.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	96569	Approved at the 8/10/2021 State Board Meeting

248-1-004-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We are requesting supplies and materials to support our summer learning program and close the academic gap among our K-5 students. These resources will provide our students with additional learning opportunities to ensure continued progress during the summer months. Examples of these items would include writing journals, independent learning tools, reading and math activities that allow for whole group and independent practice, along with resources that provide phonics and phonological awareness support.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	96524	Approved at the 8/10/2021 State Board Meeting. Corrected account number and object code per applicant direction.
248-1-005-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: Reduced Cost. Originally approved at \$7,840. We will offer students an extended learning opportunity throughout the month of June. We will focus on closing the gap and providing interventions to meet individual student needs. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.	\$ 5,040	\$ 5,040	\$ -	\$ -	\$ -	96524	Change Request: Previously approved for \$7,840 SFY 2021
248-1-006-20220208	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	Edgenuity is a credit and academic skill recovery program. This program will be part of our interventions with GMS/GHS summer school programs that will be required due to the Covid school shutdown and remote learning.	\$ 16,800	\$ 16,800	\$ -	\$ -	\$ -	96567	Approved at the 9/10/2021 State Board Meeting
248-1-007-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: Increased cost from \$2,500 to \$4,882. Summer school will be required for students who are identified as being behind either in academic skills or academic credit. This time will allow for students to recover lost academic proficiencies due to the Covid 19 shutdown and remote learning.	\$ 4,882	\$ 4,882	\$ -	\$ -	\$ -	96522	Change request: Previously approved for \$2,500 SFY 2021

248-1-008-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	"This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. We are finding as we review building data K-5, our 1st grade population is showing the greatest need for academic assistance. Therefore, we would like to request additional support for these students. Proposal: Long-Term Substitute teacher for 8 weeks at \$115/day (\$4600 total) We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, and fluency support. "	\$ 4,600	\$ 4,600	\$ -	\$ -	\$ -	96527	Approved at the 8/10/2021 State Board Meeting
248-1-009-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Change Request: Increased cost from \$1,925 to \$6,025 to extend the program to more students/buildings. "The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension. This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments--not just reading. GMS and GHS Students 6-12th grade.	\$ 6,025	\$ 6,025	\$ -	\$ -	\$ -	96568	Change Request: Previously approved for \$1,925 SFY 2021

248-1-010-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension. This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments--not just reading. GMS and GHS Students 6-12th grade.	\$ 5,775	\$ 5,775	\$ -	\$ -	\$ -	96567	Approved at the 8/10/2021 State Board Meeting
248-1-011-20220208	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	IXL Training-Core Content Teachers Teachers be trained on how to effectively use IXL "to assess student progress and meet the needs of those students."Teachers will use this time to "implement evidence based activities to meet the comprehensive needs of students." The fees would include onsite IXL training by the company.	\$ 3,200	\$ 3,200	\$ -	\$ -	\$ -	96521	Approved at the 8/10/2021 State Board Meeting
248-1-012-20220208	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	STAR 360 is part of the AR/Renaissance program suite. This training will allow our teachers to measure reading fluency and develop individual programs to help each students recover lost skills from the Covid 19 shut down.	\$ 900	\$ 900	\$ -	\$ -	\$ -	96521	Approved at the 8/10/2021 State Board Meeting
248-1-013-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Change Request: Reduced cost from \$1,700 to \$1,531.74. These resources will support our social-emotional curriculum within the K-5 classrooms (415 students). The Second Step Bullying Prevention Kit is a research based resource to create a positive school climate. It sets a foundation for social and academic success. The SMART Guidance SEL Program offers activities to instruct social-emotional learning for K-5 students.	\$ 1,532	\$ 1,532	\$ -	\$ -	\$ -	96569	Change request: previously approved for \$1,700 SFY 2021

248-1-014-20220208	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The leveled book sets will support differentiated reading instruction within the classroom. Our teachers provide 3-4 guided groups daily based on instructional reading level. The comprehension passages will provide additional opportunities for students to practice fluency and retention of details within the text. This will also help address learning loss and meet the comprehensive needs of our students in 3rd-5th grade.	\$ 900	\$ 900	\$ -	\$ -	\$ -	99537	Approved at the 8/10/2021 State Board Meeting
248-1-015-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This additional full-time paraprofessional for the 2021-22 school year will provide support for students PreK-5 as we address the learning gap within math and reading. This individual will work with the teachers to ensure the students are progressing and adjust support as needed throughout the school year. This will also provide additional time for our Title Teacher to support classroom instruction through coaching cycles as they work together to meet all student learning needs.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	96528	Approved at the 8/10/2021 State Board Meeting
248-1-016-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. Based on academic data, our students would benefit from additional interventions and support in math and reading. We would like to request a Long-Term Substitute teacher for 18 weeks at \$115/day (\$10,350 total) as we begin the 2021-22 school year. We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, fluency, and comprehension support.	\$ 10,350	\$ 10,350	\$ -	\$ -	\$ -	96527	Approved at the 8/10/2021 State Board Meeting

248-1-017-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	We are requesting supplies and materials for the 2021-22 school year to support student learning while also following health and safety protocols and social distancing. This would include independent learning and whole group activities to address learning loss, digital task cards and skill work opportunities, individual manipulatives, learning tools to address reading and math standards, student supplies needed for classroom use, along with resources for student intervention support.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	96542	Approved at the 8/10/2021 State Board Meeting
248-1-018-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: Reduced cost from \$3,300 to \$2,933. 3 planning and organization meetings with GHS/GMS teachers to learn how to use IXL more effectively and meet departmentally to determine learning lost across all grade levels and plan for remediation/implementation next year.	\$ 2,933	\$ 2,933	\$ -	\$ -	\$ -	96522	Change request: approved for \$3,300 SFY 2021
248-1-019-20220208	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	(12C) Learning Loss - Parent and family support- An additional staff member is needed for the development and implementation of a help desk ticketing system to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment.	\$ 4,200	\$ 4,200	\$ -	\$ -	\$ -	96530	Approved at the 8/10/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-020-20220208	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: Cost reduced from \$4,300 to \$2,700. Additional Staff: (12D) An additional staff member is needed to update and configure our SIS system & our Check in & out application for remote learning and to track student attendance and improve student engagement in distance education.	\$ 2,700	\$ 2,700	\$ -	\$ -	\$ -	96530	Change request: Previously approved for \$4,300 SFY 2021. Per applicant, rows 20-22, 31, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

248-1-021-20220208	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	13. 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	Change Request: Cost reduced from \$2,300 to \$2,036. Additional Staff: (13) 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. Additional staff is needed to assist with the installation of our additional hardware needs, such as access points, Apple TV's, TV's, and iPad devices.	\$ 2,036	\$ 2,036	\$ -	\$ -	\$ -	96530	Change Request: previously approved for \$2,300 SFY 2021. Per applicant, rows 20-22, 31, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-022-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental	Change Request: Increase cost. Originally approved at \$5801.16. Increase cost to \$7,366.67 due to the need of additional water fountain-bottle filling stations to prevent the spread of COVID 19.	\$ 7,025	\$ 7,025	\$ -	\$ -	\$ -	96629	Change request: previously approved for \$5,801.16 SFY 2021. Per applicant, the per unit cost is \$1,314. The total cost as reported is for all five fixtures (5 X \$1,314), or \$6,570.
248-1-023-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Phase IV HVAC- \$89,606 (D13, D14) Our airquality for combating COVID and other air born pathogens is not good. We need to get sections of our current HVAC off the old Boiler system.	\$ 89,606	\$ 89,606	\$ -	\$ -	\$ -	96629	Approved at the 8/10/2021 State Board Meeting
248-1-024-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Ionization units- \$36,315 (D13, D14) Needed to provide better air quality for combating COVID and other airborne viruses.	\$ 22,567	\$ 22,567	\$ -	\$ -	\$ -	96629	Approved at the 8/10/2021 State Board Meeting

248-1-025-20220208	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 35,000 for 10 months of operation for the 2021 - 2022 school year.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	96710	Approved at the 8/10/2021 State Board Meeting
248-1-026-20220208	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: Cost reduced from \$14,000 to \$11,785. In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 14,000 for the remaining operating months of February through May of the 2020 - 2021 school year.	\$ 11,785	\$ 11,785	\$ -	\$ -	\$ -	96710	Change Request: previously approved for \$14,000 SFY 2021
248-1-027-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: Cost reduced from \$1,038.80 to \$826.80. I am requesting 98 hours of substitute cook wages (98x \$10.60) from the months of February 2021 through May 2021 that were used for the preparation and packaging of food for touch free grab and go cafeteria lines.	\$ 827	\$ 827	\$ -	\$ -	\$ -	96700	Change Request: previously approved for \$1,038.80 SFY 2021
248-1-028-20220208	Eligible	Direct Allocation	Fiscal Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This software will allow us to continue to employ our existing staff by allowing remote working opportunities for our two high-risk employees, limiting their exposure to COVID19 and by allowing remote working opportunities for our district staff who are under quarantine. This software will also provide a contactless onboarding process for new employees, limiting the spread of COVID19.	\$ 5,530	\$ 5,530	\$ -	\$ -	\$ -	96520	Approved at the 8/10/2021 State Board Meeting

248-1-029-20220208	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	We will provide literacy training for all PreK-5th grade teachers to review the literacy model components and ensure continuity within our building instruction. This will include 26 staff members attending and two staff members presenting on literacy and closing the learning gap. Components to be discussed include grade level standards, phonics, phonemic awareness, comprehension, fluency, spelling, ongoing assessments, and using data to drive our instruction. This will be a one-day training, however, half of our staff will join on one day, the other half will attend the second day. Staff will be paid \$35/hour and will attend a 6 hour training.	\$ 6,750	\$ 6,750	\$ -	\$ -	\$ -	96521	Approved at the 8/10/2021 State Board Meeting
248-1-030-20220208	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Staff: (5) Preparedness and response efforts - Additional Staff is needed to develop and implement new applications and information for the online enrollment setup and procedures.	\$ 3,280	\$ 3,280	\$ -	\$ -	\$ -	96530	Approved at the 8/10/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-031-20220208	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Increase cost. Originally approved at \$4,264.04. Increase cost to \$16,017.94 due to the high demand of PPE and sanitation products as a result of a high number of COVID infections. Purchase personal protective equipment such as children's face masks, hand sanitizer, disposable gloves, disposable wipes, probe thermometer covers and non-contact thermometer batteries.	\$ 16,018	\$ 16,018	\$ -	\$ -	\$ -	96560	Change request: previously approved for \$4,264.04 SFY 2021

248-1-032-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	The science department would like to request a dishwasher with a sanitizing cycle in order to clean and sanitize all glassware and equipment between uses. This will ensure that all students at Girard High School will be using and handling clean/sanitized equipment in all science laboratories. In addition it will prevent the additional handling of used equipment in the cleaning process.	\$ 628	\$ 628	\$ -	\$ -	\$ -	96547	Change request: previously approved for \$700 SFY 2021. Per applicant, to address COVID safety protocols, we are struggling to keep up with the cleaning/sanitizing of our glassware (beakers, flasks, etc..) that is used hourly for science lab experiments. This will allow us to have sanitized equipment ready for student use on an hourly basis.
248-1-033-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Flooring equipment- \$18,800 (D7, D13)	\$ 19,766	\$ 19,766	\$ -	\$ -	\$ -	96629	Approved at the 8/10/2021 State Board Meeting. Per applicant, the equipment are floor cleaners custodial staff will utilize to clean/disinfect floors in accordance with COVID protocols.
248-1-034-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Electrostatic sprayers 8ea.- \$4,800 (D13)	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	96629	Approved at the 8/10/2021 State Board Meeting. Per applicant, the per unit cost is \$600, with the total cost reflecting 8 units.
248-1-035-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Washer and Dryer for daily mask sanitization	\$ 1,684	\$ 1,684	\$ -	\$ -	\$ -	96629	Approved at the 8/10/2021 State Board Meeting.
248-1-036-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Change Request: Cost Reduced from \$2,100 to \$1,876.96 The process of making art is an ultimate therapeutic form of learning. One of my biggest regrets during our shut down was students not having supplies at home, to work on a substantial project. The purchase of this request would provide a portable tool bag of supplies and materials for students enrolled in a sculpture or wearable art class.	\$ 1,877	\$ 1,877	\$ -	\$ -	\$ -	96540	Change request: previously approved for \$2,100 SFY 2021. Per applicant, the request is a portable tool box of art supplies for remote learners, quarantined learners and students in social distancing settings. This will allow us to properly provide resources due to the COVID pandemic.

248-1-037-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	GMS needs each grade level to have a set of keyboards. This will allow students to work more effectively while doing research papers. I believe these keyboards will help struggling students be more efficient in their writing. We would like to have these in place for our summer school programs to help students recover from the COVID-19 related learning losses.	\$ 4,763	\$ 4,763	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-038-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of two Swivl Robots and two iPad devices to transmit high quality video and audio for educational interaction between remote students, students in the classroom, and their classroom instructors.	\$ 4,022	\$ 4,022	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-039-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students and staff are needing connectivity in more locations. Installing a point to point wireless bridge will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our southwest parking lot.	\$ 525	\$ 525	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-040-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Cost increase from \$3,783.20 to \$3,836.88. Students and staff are needing connectivity in more locations. Installing outdoor wireless access points will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our northwest parking lot.	\$ 3,837	\$ 3,837	\$ -	\$ -	\$ -	96628	Change request: previously approved for \$3,783.20 SFY 2021. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.

248-1-041-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our auditorium is being used as a classroom for Band and Choir for our back to school plan. A new projection system with HDMI capabilities is needed to allow classroom teachers to interact on the large projected screen. Teachers need to be able to project their iPad or computer screen while interacting with students throughout the auditorium. This system will also allow students to social distance while still interacting with other band and choir members.	\$ 11,075	\$ 11,075	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-042-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of educational technology is needed so that students may compete remotely in their regular choir competition. -Microphone -Cables -Lens covers -Lighting	\$ 253	\$ 253	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-043-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple TVs are needed in the classroom for educational interaction between students and their classroom instructors. This equipment will allow students and teachers to social distance while working collaboratively.	\$ 5,470	\$ 5,470	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-044-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil is needed for grading digital assignments.	\$ 3,560	\$ 3,560	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.

248-1-045-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	AirPods Pro are needed to transmit high quality audio for educational interaction between remote students and their classroom instructors.	\$ 747	\$ 747	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-046-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	A cache server and external storage is needed to increase data retrieval performance, speed up access to web information while reducing demand on bandwidth, and create a better educational interaction between students and their classroom instructors. The cache also ensures users can access web content while offline, including rich media files.	\$ 5,567	\$ 5,567	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-047-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(9) Purchase of technology software. A help desk ticketing system is needed to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment.	\$ 4,220	\$ 4,220	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting.
248-1-048-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As part of our back to school plan, our cafeteria is being used for Choir when our auditorium is scheduled for other student activities. A new amplifier for our sound system is needed in our the cafeteria for student/teacher interactions and for the success of our choir course.	\$ 1,252	\$ 1,252	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.

248-1-049-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request (2nd): Increased the cost from the \$29,424.21 to \$48,267.96 from our last submitted application. This increase is due to our current laptop devices being outdated or damaged. The ECF Grant will be used to pay \$20,000 of our total purchase of \$71,762.96. Requisition sent to board office 6/15. The purchase of laptops are needed for remote learning and to replace damaged and outdated laptops. Laptops are required for applications used in Forensics, Debate, Multimedia, Yearbook, Journalism, and Construction classes.	\$ 48,268	\$ 48,268	\$ -	\$ -	\$ -	96628	Change request: previously approved for \$29,424.21 SFY 2021. Per applicant, the technology request will address credit recovery and learning loss related to COVID.
248-1-050-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request (2nd): Increase cost from the \$10,194 to \$38,056 in the original application due to need to update labs and add 15 additional devices for social distancing and connectivity. Purchase requisition sent to board office 6/15. The purchase of iMac computers is needed to access applications addressing learning loss, applications that can't be accessed on the iPad and to allow students the ability to social distance in labs.	\$ 38,056	\$ 38,056	\$ -	\$ -	\$ -	96628	Change request: previously approved for \$10,140.30 SFY 2021
248-1-051-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	An upgrade to our modules and wiring is needed to support our connectivity between network closets. This will support the use of video technology and connectivity in all classrooms for remote learners and classroom instruction.	\$ 14,656	\$ 14,656	\$ -	\$ -	\$ -	96628	Approved at the 8/10/2021 State Board Meeting. Per applicant, the request addresses COVID related remote learning and addresses concerns related to the ability to meet delivery of services on COVID related platforms.
248-1-052-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Decreased the cost from the \$98,685 in our original application to \$20,545.15 due to some of the expenses will be covered in an Educational Connectivity Grant. The ECF Grant Purchase will cover \$39,627.80 of this original requested expense. It is our hope that the remaining \$38,512.05 expense for these devices may later be paid out of ESSER III grant dollars. The purchase of iPad devices and cases needed to replace damaged, outdated iPad devices and cases for students and classroom instructors. As well as iPad devices used for Zooming and Video.	\$ 20,545	\$ 20,545	\$ -	\$ -	\$ -	96628	Change Request: previously approved for \$98,685 SFY 2021. Per applicant, the technology request addresses the need to address COVID related remote and on-site learning.

248-1-053-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes hardware, computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Cost reduced from \$7,500 to \$6,337.45. It is imperative for the school to purchase more Texas Instruments graphing calculators. The newer models, TI-84 Plus CE, are rechargeable and do not require the purchase of AAA batteries. These calculators can be used on both the ACT and the State Assessment. We currently have to share some calculators which means they have to be disinfected between uses. We currently have about 170 graphing calculators, but many of these are from 2006 and have stopped working. With the current enrollment, we need at least 190 total graphing calculators to check out to students enrolled in math classes at the Algebra II level or higher.	\$ 6,337	\$ 6,337	\$ -	\$ -	\$ -	96540	Change request: previously approved for \$7,500 SFY 2021. Per applicant, the request addresses social distancing, remote learning and learning loss related to COVID.
248-1-054-20220208	Eligible	Direct Allocation	Instruction	Musical Instruments' Supplies	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Cost reduced from \$800 to \$748.50. This purchase would allow for the creation of digital recordings for both band and choir students utilizing its USB output. This allows for the piano to be directly hardwired to a laptop to make recordings into GarageBand. Whether students are attending class in-person or remotely, they would be able to access high quality practice tracks, accompaniments, and example songs, created with the technology afforded by this digital piano. Additionally, the portability of this piano would allow for rehearsals and performances to be outdoors, which is the safest practice for bands and choirs at this time.	\$ 749	\$ 749	\$ -	\$ -	\$ -	96544	Change request: previously approved for \$800 SFY 2021
248-1-055-20220208	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Cost reduced from \$7,900 to \$7875. The IXL platform allows for teachers to identify, assess and target weaknesses in reading, math computation, Spanish literacy and science knowledge. This program will aid in helping diagnose academic deficits and skills there are behind in from the school closure this past year. The educational platform will be used weekly in all Math, ELA and Science classrooms as a progress monitor.	\$ 7,875	\$ 7,875	\$ -	\$ -	\$ -	96567	Change request: previously approved for \$7,900 SFY 2021

248-1-056-20220208	Eligible	Direct Allocation	Instruction	Musical Instruments' Supplies	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	<p>Change Request: Cost reduced from \$5,200 to \$5,152.23. MusicFirst Classroom</p> <p>Limitation: Lack of music specific software to support ensemble students learning remotely Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.</p> <p>-This software will provide valuable data on student learning in music education and can create a portfolio of a student's music career from beginning band to high school graduation, providing a better measurement of students learning outside of the typical performance avenue."</p>	\$ 5,152	\$ 5,152	\$ -	\$ -	\$ -	96544	Change request: previously approved for \$5,200 SFY 2021
248-1-057-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	<p>Change Request: Cost Increase from \$8,102.39 to \$8,362.18. Our data is showing that due to an increased emphasis on Math and English/Reading instruction during the COVID shutdown of schools, our students have fallen behind in grade level expectation for Social Studies. This is an on-line resource for our 7th grade students to help with learning loss.</p>	\$ 8,362	\$ 8,362	\$ -	\$ -	\$ -	96541	Change request: previously approved for \$8,102.39 SFY 2021
248-1-058-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	<p>Change Request: Cost reduced from \$5,000 to \$4831.20. Our students in PreK-2 will benefit from additional, explicit phonics instruction in the classroom. These resources will provide whole group learning, as well as differentiated small group opportunities. This instruction will provide a foundation that leads to fluent reading and solid decoding skills.</p>	\$ 4,831	\$ 4,831	\$ -	\$ -	\$ -	96542	Change request: previously approved for \$5,000 SFY 2021
248-1-059-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>Change Request: Cost reduced from \$9,627.50 to \$9,500. Our staff will utilize FastBridge to obtain reliable data for each student. This will be used as a building-wide screener, along with progress monitoring, to gather reading, math, and social-emotional data throughout the school year.</p>	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	96566	Change request: previously approved for \$9,627.50 SFY 2021

248-1-060-20220208	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase personal protective equipment such as children's face masks, adult face masks, and probe thermometer covers.	\$ 933	\$ 933	\$ -	\$ -	\$ -	96560	Approved at the 8/10/2021 State Board Meeting.
248-1-061-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: Cost increase from \$40,000 to \$40,500 do the an additional staff member left off the original application. In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all certified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$40,000 (80 certified staff members X \$500 = \$40,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. We will not provide the premium pay stipend unless approved by you. All staff will recieve the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them \$500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the \$500 incentive in our November 2021 payroll.	\$ 40,500	\$ 40,500	\$ -	\$ -	\$ -	96531	Change request: previously approved for \$40,000 SFY 2022

248-1-062-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: Cost reduced from \$34,000 to \$32,114.75 due the an staff member included in the original application who were later determined to not be eligible for the retention stipend. In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$34,000 (68 certified staff members X \$500 = \$34,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. We will not provide the premium pay stipend unless approved by you. All staff will recieve the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them \$500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the \$500 incentive in our November 2021 payroll.	\$ 32,115	\$ 32,115	\$ -	\$ -	\$ -	96532	Change request: previously approved for \$32,500 SFY 2022
248-1-063-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	The Star 360/MyOn learning suite will allow GHS and GMS to identify, intervene and help remediate students who fell behind on their reading levels and reading comprehension skills during the COVID pandemic. STAR 360 allows for students to be tested, progress monitored and provides an individual prescriptive program for each student. This program is web based and individualized so it allows for students to work at their own speed and pace. The MyOn digital library provides over 7,000 digital titles to students who may be quarantined or remote learning. Having digital access to books will increase students ability to read during potential school closings and quarantines. Digital books do not require face to face contact and would be safer for all involved.	\$ 24,657	\$ 24,657	\$ -	\$ -	\$ -	96567	Approved at the 8/10/2021 State Board Meeting

248-1-064-20220208	Eligible	Direct Allocation	Library/Media Services	Books and Periodicals	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	New Line Item: \$1,143.26 for library books. We have a need for additional library books to address our remote learners. This request is for library books needed for remote learning during our long-term closure.	\$ 1,143	\$ 1,143	\$ -	\$ -	\$ -	96546	New Line Item; Applicant provided additional information via email: This request was for the additional purchase of library books for classrooms needed to send home with students during COVID quarantine/isolation. In addition, we also purchased books to replace lost/destroyed books during the long term period of remote learning for all district students.
248-1-065-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: \$11,374.75 for iPad cases and accessories that are needed for our remote learners during COVID quarantine. "Due to COVID-19, we are needing to order more cases. Our cases are beginning to fall apart due to the excessive cleaning of the quarantined student's cases. Also due to the number of students and staff being quarantined, we need to order more cables and charges so students and staff can charge their devices at home."	\$ 11,375	\$ 11,375	\$ -	\$ -	\$ -	96628	New Line Item
248-1-066-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$522 for a Read Naturally Program to address struggling readers who have been impacted by learning loss during the COVID pandemic. Read Naturally is an evidence-based program that will be used in our MTSS classes to address learning loss due to COVID-19. This program will be used daily to help struggling students with their reading ability. Due to COVID-19, we have found that many students suffered learning loss, especially in reading. This program will allow those struggling readers an opportunity to catch up.	\$ 522	\$ 522	\$ -	\$ -	\$ -	96568	New Line Item

248-1-067-20220208	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: \$334.30 for iPad stands. These iPad stands are used in classrooms when teachers are teaching quarantined students with Zoom.	\$ 334	\$ 334	\$ -	\$ -	\$ -	96628	New Line Item
248-1-068-20220208	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$1,446.70 to purchase software that will help address learning loss. This educational software will be used on lab computers to access applications addressing learning loss and applications that cannot be accessed on the iPad.	\$ 1,447	\$ 1,447	\$ -	\$ -	\$ -	96567	New Line Item; Applicant provided additional information via email: This educational software will be used on lab computers to access applications addressing learning loss and applications that cannot be accessed on the iPad. We purchased some educational software applications to address learning loss (reading, metrics, etc.) that can only be used on our fixed lab computers and not on the students one-to-one ipad devices.
248-1-069-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: \$1,512.68 to purchase software devices that will help address learning loss.	\$ 1,513	\$ 1,513	\$ -	\$ -	\$ -	96540	New Line Item; Applicant provide additional information via email: The purchase of the TI-30X calculators will help combat the spread of Covid by allowing students to not have to share calculators hourly and daily. Currently the calculators are shared between students hourly and must clean them frequently. Secondly, during school shutdowns and remote learning, these additional calculators can be sent home to ensure that students have what they need to be successful.
248-1-070-20220208	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: \$6,300 for bus driver's retention incentive pay. The purchase of the TI-30X will help combat the spread of Covid by allowing students to not have to share calculators hourly and daily. Currently the calculators are shared between students hourly and must clean them frequently. Secondly, during school shutdowns and remote learning, these additional calculators can be sent home to ensure that students have what they need to be successful.	\$ 6,300	\$ 6,300	\$ -	\$ -	\$ -	96533	New Line Item: Applicant provided additional information via email: Originally, we did not include bus drivers in our list of staff who were approved by you for retention pay. But, after consulting with 13 local districts, we realized that our district was the only local district who did not include them. So, we went back and offered them a reduced retention incentive from that of a full-time staff member. (The calculators should NOT be included in the same line item with the bus drivers retention pay)

248-1-071-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$10,000 to employ a long-term substitute teacher to work with the larger number of students who have been quarantined and falling behind in the classroom. After reviewing grade level data from the first semester, it is evident there is still a great need for a long-term sub to work with a targeted group of students daily for one-on-one and small group support throughout the 2nd semester. Our building had the most student positives and student quarantines in our county. The continued high number of students on remote learning continues to have a major impact on student learning and achievement.	\$ 10,800	\$ 10,800	\$ -	\$ -	\$ -	96527	New Line Item
248-1-072-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: \$2,086.22 for summer food service wages.	\$ 2,086	\$ 2,086	\$ -	\$ -	\$ -	96700	New Line Item; Applicant provided additional information via email: This request is for summer food service wages that would not be covered under the USDA funding. In the past, we have not offered a summer food program. During the COVID pandemic, we started the program. In doing so, we have transported food to our surrounding communities in the school district which involves more staff than the people directly working in the kitchen.
248-1-073-20220208	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: \$276.00 for software to allow parents to provide feedback regarding COVID-19 mitigation protocol.	\$ 276	\$ 276	\$ -	\$ -	\$ -	96566	New Line Item; Applicant provided additional information via email: This Software will allow parents to provide feedback/direction regarding COVID-19 mitigation protocols.
248-1-074-20220208	Eligible	Direct Allocation	Fiscal Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: \$324.20 for Teamviewer software which will allow existing employees the ability to work remotely during quarantine due to COVID-19 exposure and illness.	\$ 324	\$ 324	\$ -	\$ -	\$ -	96520	New Line Item; Applicant provided additional information via email: The purchase of Teamviewer software will allow existing employees in our board office to access the accounting program to work remotely as needed. This will only be used by board office staff who are working from home during isolation/quarantine. This has allowed us to keep the district in operation while staff are out due to COVID.

Kansas CommonApp (2020)

2603-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VLazNdkB

260_Derby_ESSERII_CHANGE

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District #260 - Derby
Applicant / Mailing Address	1550 E Walnut Grove Rd Derby, KS 67037
Applicant / First and Last Name of Owner, CEO, or Executive Director	Heather Bohaty - Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	hbohaty@usd260.com
Applicant / Phone Number	3167888420

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0727674
Applicant / Website Address (if applicable)	www.derbyschools.com
Fiscal Agent / Name (if applicable)	John Regier
Fiscal Agent / Email (if applicable)	jregier@usd260.com

Fiscal Agent / Mailing Address (if applicable)

1550 E Walnut Grover Rd
Derby, KS 67037

Application details

Full District Name		Unified School District No 260, Derby Public Schools
District Number		260
Mailing Address Street Address		1550 E Walnut Gr Rd
Mailing City		Derby
Mailing Address Zip Code		67037
Authorized Representative of the District Name		John Regier
Authorized Representative of the District Position or Title		Director of Finance
Authorized Representative of the District Email Address		jregier@usd260.com
Authorized Representative of the District Phone Number		+13167888420
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We are using the funds to help with learning loss with additional contracts and expanded summer learning opportunities, additional staffing to check in on students, and extended leave through July 2021 for staff affected by COVID.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 260 plans to use the ESSER II allocations to address incremental learning recovery and continued safety protocol mandates from local health officials. In order to support learning recovery needs, we plan to continue to purchase the online software and learning tools we began using during the pandemic to guard against learning loss for any quarantined or remote students. Additionally, we are experiencing larger numbers of high school students who have experienced failure in classes and not earned credits. We plan to use ESSER II allocations to pay for teacher overages to support additional course recovery classes and provide additional makeup coursework over the summer. We plan to provide K-8 grade students with additional summer learning opportunities to keep them engaged and help recover loss learning throughout the months of

June and July of 2021. During the 2021-2022 school year we plan to incrementally continue tutoring support and expanded course recovery offerings to ensure as many students as possible reach grade-level targets and graduate on time. During the pandemic, we implemented an additional attendance team of 4 staff who made check-in phone calls to students who were remote learners, or on quarantine, to ensure they didn't need help with their work and plan to continue this team during the 2021-2022 school year. A COVID-19 Coordinator was also added to our district team to facilitate the process of keeping staff and students safe by identifying and tracking COVID-19 cases, quarantined students, and reinforcing safety protocols. UPDATE - 06.17.2021 - We have also noticed a large uptick in staff leaving our District and education in general, the additional money applied for will go to retain staff who have committed to USD 260.

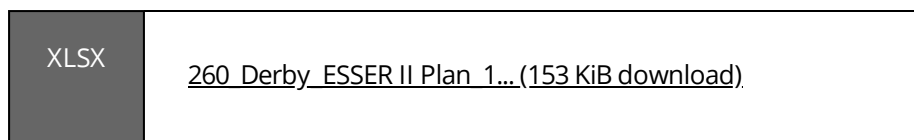
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We plan to closely monitor our students progress using district common assessments, attendance, and course completion rates to gauge the impact of our ESSER-II funds across the district.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John E Regier

Date | 12/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
260	Derby	1/25/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
260-1-001-20220208	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	This is extended contracts for staff to assist with an expanded summer school program, to assist with the learning loss during the pandemic. As well as expanded state testing due to students being remote. CHANGE REQUEST	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	61-E-1000-191	Change Request: Previously approved for \$6,500 SFY 2021 and \$201,758 SFY 2022
260-1-002-20220208	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Bus Driver salaries to transport students to summer school - CHANGE REQUEST	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	61-E-2700-120	Change Request: Previously approved for \$10,000 SFY 2021 and \$30,000 SFY 2022
260-1-003-20220208	Eligible	Direct Allocation	Student Transportation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	Fuel for buses to transport students to Summer School	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	61-E-2700-626	Approved at the 09/14/2021 State Board Meeting
260-1-004-20220208	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	2 Additional Social Workers to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	61-E-2113-110	Approved at the 09/14/2021 State Board Meeting

260-1-005-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Supplies needed for staff to assist in teaching in various formats, updating softwares to allow for remote teaching	\$ 284,170	\$ 159,170	\$ 125,000	\$ -	\$ -	61-E-1000-610	Approved at the 09/14/2021 State Board Meeting
260-1-006-20220208	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software renewals for items needed due to the pandemic and remote learning, not limited to the following: Zoom (22), SeeSaw(21), Instructure (Canvas) Lockdown Tool(21), MakeMusic(21), Kami (22), Citrix expanded liscences for students to login remotley(21), ScreenCastify (22), PearDeck (22), Overages for Acellus learning to assist in student catchup, Cardonez Scheduling Software (22) - CHANGE REQUEST	\$ 210,660	\$ 30,924	\$ 179,736	\$ -	\$ -	61-E-1000-653	Change Request: Previously approved for \$30,924 SFY 2021 and \$143,080 SFY 2022
260-1-007-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Tools from Advanced Phonics Lesson Library to address learning loss as part of reading intervention.	\$ 15,768	\$ 15,768	\$ -	\$ -	\$ -	61-E-1000-610	Approved at the 09/14/2021 State Board Meeting
260-1-008-20220208	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	Addressing learning loss among instrumental music due to the inability to practice as a group during the last year.	\$ 7,500	\$ 3,750	\$ 3,750	\$ -	\$ -	61-E-1500-191	Approved at the 09/14/2021 State Board Meeting
260-1-009-20220208	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15 - CHANGE REQUEST	\$ 12,263	\$ 263	\$ 12,000	\$ -	\$ -	61-E-1500-220	Change Request: Previously approved for \$717.50 SFY 2021 and \$14,385.56 SFY 2022
260-1-010-20220208	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22, 15, and 52 - CHANGE REQUEST	\$ 9,945	\$ 56	\$ 9,889	\$ -	\$ -	61-E-1500-222	Change Request: Previously approved for \$153.75 SFY 2021 and \$3,082.62SFY 2022

260-1-011-20220208	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22, 15, and 52 - CHANGE REQUEST	\$ 721	\$ 38	\$ 683	\$ -	\$ -	61-E-1500-250	Change Request: Previously approved for \$102.50 SFY 2021 and \$2,055.88 SFY 2022
260-1-012-20220208	Eligible	Direct Allocation	Social Work Services	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	61-E-2113-220	Approved at the 09/14/2021 State Board Meeting
260-1-013-20220208	Eligible	Direct Allocation	Social Work Services	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	61-E-2113-222	Approved at the 09/14/2021 State Board Meeting
260-1-014-20220208	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	61-E-2113-250	Approved at the 09/14/2021 State Board Meeting
260-1-015-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Coordinator, prepares response, communicates with families and staff, coordinates with the health department, etc, includes an assistant through the end of 2021.	\$ 88,250	\$ 8,250	\$ 80,000	\$ -	\$ -	61-E-2510-168	Approved at the 09/14/2021 State Board Meeting
260-1-016-20220208	Eligible	Direct Allocation	Attendance Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Staff Members call in and check on students who are quarantined, assist with resources as appropriate, work with remote students to ensure adequate learning environment, ensure state testing is accomplished (4 Staff members). - CHANGE REQUEST	\$ 85,000	\$ 10,000	\$ 75,000	\$ -	\$ -	61-E-2510-171	Change Request: Previously approved for \$10,000 SFY 2021 and \$55,000 SFY 2022

260-1-017-20220208	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 - CHANGE REQUEST	\$ 12,128	\$ 1,278	\$ 10,850	\$ -	\$ -	61-E-2510-220	Change Request: Previously approved for \$1,277.50 SFY 2021 and \$9,450 SFY 2022
260-1-018-20220208	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 - CHANGE REQUEST	\$ 10,725	\$ 8,400	\$ 2,325	\$ -	\$ -	61-E-2510-222	Change Request: Previously approved for \$8,400 SFY 2021 and \$2,025 SFY 2022
260-1-019-20220208	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 - CHANGE REQUEST	\$ 1,733	\$ 183	\$ 1,550	\$ -	\$ -	61-E-2510-250	Change Request: Previously approved for \$182.50 SFY 2021 and \$1,350 SFY 2022
260-1-020-20220208	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30	\$ 15,600	\$ -	\$ 15,600	\$ -	\$ -	61-E-2510-217	Approved at the 09/14/2021 State Board Meeting
260-1-021-20220208	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Additional Staffing needs due to the addition of more devices as apart of remote learning, this person will prepare devices for students, respond to helpdesk tickets, and repair devices as needed.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	61-E-1596-153	Approved at the 09/14/2021 State Board Meeting
260-1-022-20220208	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 3,150	\$ -	\$ 3,150	\$ -	\$ -	61-E-1596-220	Approved at the 09/14/2021 State Board Meeting
260-1-023-20220208	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 675	\$ -	\$ 675	\$ -	\$ -	61-E-1596-222	Approved at the 09/14/2021 State Board Meeting

260-1-024-20220208	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 450	\$ -	\$ 450	\$ -	\$ -	61-E-1596-250	Approved at the 09/14/2021 State Board Meeting
260-1-025-20220208	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	61-E-1596-217	Approved at the 09/14/2021 State Board Meeting
260-1-026-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	61-E-1000-120	Approved at the 09/14/2021 State Board Meeting
260-1-027-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 6,300	\$ -	\$ 6,300	\$ -	\$ -	61-E-1000-220	Approved at the 09/14/2021 State Board Meeting
260-1-028-20220208	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	61-E-1000-222	Approved at the 09/14/2021 State Board Meeting
260-1-029-20220208	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 900	\$ -	\$ 900	\$ -	\$ -	61-E-1000-250	Approved at the 09/14/2021 State Board Meeting

260-1-030-20220208	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	61-E-1000-217	Approved at the 09/14/2021 State Board Meeting
260-1-031-20220208	Eligible	Direct Allocation	Central Services	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Outsourced help in our technology departmnet to help with additional breaks due to every student having a device	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	61-E-2500-350	Approved at the 09/14/2021 State Board Meeting
260-1-032-20220208	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	13. 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	Furniture for social distancing where current furniture does not allow for it. - CHANGE REQUEST	\$ 178,738	\$ -	\$ 178,738	\$ -	\$ -	61-E-1000-733	Change Request: Previously approved for \$182,132.99 SFY 2022
260-1-033-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School Programs	\$ 13,500	\$ 6,500	\$ 7,000	\$ -	\$ -	61-E-1000-610	Approved at the 09/14/2021 State Board Meeting
260-1-034-20220208	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 - CHANE REQUEST	\$ 700	\$ 350	\$ 350	\$ -	\$ -	61-E-2700-220	Change Request: Previously approved for \$700 2021 and \$2,100 SFY 2022

260-1-035-20220208	Eligible	Direct Allocation	Student Transportation	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 - CHANGE REQUEST	\$ 150	\$ 75	\$ 75	\$ -	\$ -	61-E-2700-222	Change Request: Previously approved for \$150 2021 and \$450 SFY 2022
260-1-036-20220208	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 - CHANGE REQUEST	\$ 100	\$ 50	\$ 50	\$ -	\$ -	61-E-2700-250	Change Request: Previously approved for \$100 2021 and \$300 SFY 2022
260-1-037-20220208	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Professional Development District Wide to promote positive teaching, and reaching the students who were greatly effected by the pandemic including: Learning loss, Social Emotional Learning, etc.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	61-E-1000-330	Approved at the 09/14/2021 State Board Meeting
260-1-038-20220208	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 491,000	\$ -	\$ 491,000	\$ -	\$ -	61-E-1000-191	Change Request: Previously approved for \$478,000 SFY 2022
260-1-039-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 52 - CHANGE REQUEST	\$ 30,457	\$ -	\$ 30,457	\$ -	\$ -	61-E-1000-220	Change Request: Previously approved for \$36,567 SFY 2022

260-1-040-20220208	Eligible	Direct Allocation	Support Services (Students)	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 18,500	\$ -	\$ 18,500	\$ -	\$ -	61-E-2100-191	Change Request: Previously approved for \$478,000 SFY 2022
260-1-041-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 56 - CHANGE REQUEST	\$ 1,147	\$ -	\$ 1,147	\$ -	\$ -	61-E-2100-220	Change Request: Previously approved for \$1,721.25 SFY 2022
260-1-042-20220208	Eligible	Direct Allocation	Support Services (Students)	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 56 - CHANGE REQUEST	\$ 269	\$ -	\$ 269	\$ -	\$ -	61-E-2100-222	Change Request: Previously approved for \$326.25 SFY 2022
260-1-043-20220208	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 56 - CHANGE REQUEST	\$ 19	\$ -	\$ 19	\$ -	\$ -	61-E-2100-250	Change Request: Previously approved for \$180 SFY 2022
260-1-044-20220208	Eligible	Direct Allocation	Support Services - Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 217,000	\$ -	\$ 217,000	\$ -	\$ -	61-E-2200-191	Change Request: Previously approved for \$229,000 SFY 2022
260-1-045-20220208	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 60 - CHANGE REQUEST	\$ 13,454	\$ -	\$ 13,454	\$ -	\$ -	61-E-2200-220	Change Request: Previously approved for \$17,518.50 SFY 2022

260-1-046-20220208	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 60 - CHANGE REQUEST	\$ 3,147	\$ -	\$ 3,147	\$ -	\$ -	61-E-2200-222	Change Request: Previously approved for \$3,320.50 SFY 2022
260-1-047-20220208	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 60 - CHANGE REQUEST	\$ 212	\$ -	\$ 212	\$ -	\$ -	61-E-2200-250	Change Request: Previously approved for \$1,832 SFY 2022
260-1-048-20220208	Eligible	Direct Allocation	Support Services - School Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 52,000	\$ -	\$ 52,000	\$ -	\$ -	61-E-2400-191	Change Request: Previously approved for \$51,000 SFY 2022
260-1-049-20220208	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 64 - CHANGE REQUEST	\$ 3,162	\$ -	\$ 3,162	\$ -	\$ -	61-E-2400-220	Change Request: Previously approved for \$3,901.50 SFY 2022
260-1-050-20220208	Eligible	Direct Allocation	Support Services - School Administration	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 64 - CHANGE REQUEST	\$ 754	\$ -	\$ 754	\$ -	\$ -	61-E-2400-222	Change Request: Previously approved for \$739.50 SFY 2022
260-1-051-20220208	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 64 - CHANGE REQUEST	\$ 52	\$ -	\$ 52	\$ -	\$ -	61-E-2400-250	Change Request: Previously approved for \$408 SFY 2022

260-1-052-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 73,000	\$ -	\$ 73,000	\$ -	\$ -	61-E-2600-191	Change Request: Previously approved for \$75,500 SFY 2022
260-1-053-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 68 - CHANGE REQUEST	\$ 4,526	\$ -	\$ 4,526	\$ -	\$ -	61-E-2600-220	Change Request: Previously approved for \$5,775.75 SFY 2022
260-1-054-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 68 - CHANGE REQUEST	\$ 1,059	\$ -	\$ 1,059	\$ -	\$ -	61-E-2600-222	Change Request: Previously approved for \$1,094.75 SFY 2022
260-1-055-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 68 - CHANGE REQUEST	\$ 73	\$ -	\$ 73	\$ -	\$ -	61-E-2600-250	Change Request: Previously approved for \$604 SFY 2022
260-1-056-20220208	Eligible	Direct Allocation	Security	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	61-E-2660-191	Approved at the 09/14/2021 State Board Meeting
260-1-057-20220208	Eligible	Direct Allocation	Security	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 72 - CHANGE REQUEST	\$ 310	\$ -	\$ 310	\$ -	\$ -	61-E-2660-220	Change Request: Previously approved for \$382.50 SFY 2022

260-1-058-20220208	Eligible	Direct Allocation	Security	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 72	\$ 73	\$ -	\$ 73	\$ -	\$ -	61-E-2660-222	Approved at the 09/14/2021 State Board Meeting
260-1-059-20220208	Eligible	Direct Allocation	Security	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 72 - CHANGE REQUEST	\$ 5	\$ -	\$ 5	\$ -	\$ -	61-E-2660-250	Change Request: Previously approved for \$40 SFY 2022
260-1-060-20220208	Eligible	Direct Allocation	Student Transportation	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	61-E-2700-191	Change Request: Previously approved for \$60,500 SFY 2022
260-1-061-20220208	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 76 - CHANGE REQUEST	\$ 3,410	\$ -	\$ 3,410	\$ -	\$ -	61-E-2700-220	Change Request: Previously approved for \$4,628 SFY 2022
260-1-062-20220208	Eligible	Direct Allocation	Student Transportation	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 76 - CHANGE REQUEST	\$ 798	\$ -	\$ 798	\$ -	\$ -	61-E-2700-222	Change Request: Previously approved for \$877.25 SFY 2022
260-1-063-20220208	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 76 - CHANGE REQUEST	\$ 55	\$ -	\$ 55	\$ -	\$ -	61-E-2700-250	Change Request: Previously approved for \$484 SFY 2022

260-1-064-20220208	Eligible	Direct Allocation	Food Services Operations	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 44,500	\$ -	\$ 44,500	\$ -	\$ -	61-E-3100-191	Change Request: Previously approved for \$46,000 SFY 2022
260-1-065-20220208	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 80 - CHANGE REQUEST	\$ 2,759	\$ -	\$ 2,759	\$ -	\$ -	61-E-3100-220	Change Request: Previously approved for \$3,519 SFY 2022
260-1-066-20220208	Eligible	Direct Allocation	Food Services Operations	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 80 - CHANGE REQUEST	\$ 645	\$ -	\$ 645	\$ -	\$ -	61-E-3100-222	Change Request: Previously approved for \$667 SFY 2022
260-1-067-20220208	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 80 - CHANGE REQUEST	\$ 45	\$ -	\$ 45	\$ -	\$ -	61-E-3100-250	Change Request: Previously approved for \$368 SFY 2022
260-1-068-20220208	Eligible	Direct Allocation	Fiscal Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	61-E-2510-191	Approved at the 09/14/2021 State Board Meeting
260-1-069-20220208	Eligible	Direct Allocation	Fiscal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 84	\$ 765	\$ -	\$ 765	\$ -	\$ -	61-E-2510-220	Approved at the 09/14/2021 State Board Meeting

260-1-070-20220208	Eligible	Direct Allocation	Fiscal Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 84	\$ 145	\$ -	\$ 145	\$ -	\$ -	61-E-2510-222	Approved at the 09/14/2021 State Board Meeting
260-1-071-20220208	Eligible	Direct Allocation	Fiscal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 84	\$ 80	\$ -	\$ 80	\$ -	\$ -	61-E-2510-250	Approved at the 09/14/2021 State Board Meeting
260-1-072-20220208	Eligible	Direct Allocation	Central Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	61-E-2500-191	Change Request: Previously approved for \$27,500 SFY 2022
260-1-073-20220208	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 88 - CHANGE REQUEST	\$ 1,860	\$ -	\$ 1,860	\$ -	\$ -	61-E-2500-220	Change Request: Previously approved for \$2,103.75 SFY 2022
260-1-074-20220208	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 88 - CHANGE REQUEST	\$ 435	\$ -	\$ 435	\$ -	\$ -	61-E-2500-222	Change Request: Previously approved for \$398.75 SFY 2022
260-1-075-20220208	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 88 - CHANGE REQUEST	\$ 30	\$ -	\$ 30	\$ -	\$ -	61-E-2500-250	Change Request: Previously approved for \$220 SFY 2022

260-1-076-20220208	Eligible	Direct Allocation	Support Services - General Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year - CHANGE REQUEST	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	61-E-2300-191	Change Request: Previously approved for \$17,000 SFY 2022
260-1-077-20220208	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on line 92 - CHANGE REQUEST	\$ 930	\$ -	\$ 930	\$ -	\$ -	61-E-2300-220	Change Request: Previously approved for \$1,300.50 SFY 2022
260-1-078-20220208	Eligible	Direct Allocation	Support Services - General Administration	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on line 92 - CHANGE REQUEST	\$ 232	\$ -	\$ 232	\$ -	\$ -	61-E-2300-222	Change Request: Previously approved for \$246.50 SFY 2022
260-1-079-20220208	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on line 92 - CHANGE REQUEST	\$ 16	\$ -	\$ 16	\$ -	\$ -	61-E-2300-250	Change Request: Previously approved for \$136 SFY 2022
260-1-080-20220208	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The District Extended COVID Leave through July 31, 2021 as a way to support staff who contracted, were quarantined, or had to be off due to caring for a family member. Leave was granted on an application basis and limited to 10 working days. - NEW ITEM	\$ 754	\$ -	\$ 754	\$ -	\$ -	61-E-2700-150	New Line Item

260-1-081-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The District Extended COVID Leave through July 31, 2021 as a way to support staff who contracted, were quarantined, or had to be off due to caring for a family member. Leave was granted on an application basis and limited to 10 working days. - NEW ITEM	\$ 281	\$ -	\$ 281	\$ -	\$ -	61 E 3100 178	New Line Item
260-1-082-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The District Extended COVID Leave through July 31, 2021 as a way to support staff who contracted, were quarantined, or had to be off due to caring for a family member. Leave was granted on an application basis and limited to 10 working days. - NEW ITEM	\$ 184	\$ -	\$ 184	\$ -	\$ -	61 E 2624 182	New Line Item
260-1-083-20220208	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Benefits for extended COVID Leave - NEW ITEM	\$ 0	\$ -	\$ 0	\$ -	\$ -	61 E 3100 250	New Line Item
260-1-084-20220208	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Benefits for extended COVID Leave - NEW ITEM	\$ 2,076	\$ -	\$ 2,076	\$ -	\$ -	61 E 2510 272	New Line Item
260-1-085-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Benefits for extended COVID Leave - NEW ITEM	\$ 476	\$ -	\$ 476	\$ -	\$ -	61 E 2624 285	New Line Item

Kansas CommonApp (2020)

1319-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

287_WestFranklin_ESSER II Plan_0324



IYqXKYal

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | West Franklin USD 287

Applicant / Mailing Address

| 510 East Franklin
| Pomona, Kansas 66076

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jerry Turner

Applicant / Email Address of Owner, CEO, or Executive Director | turnerj@usd287.org

Applicant / Phone Number | 785-566-3396

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0699247

Applicant / Website Address (if applicable) | www.usd287.org

Applicant / Mission Statement (if applicable)

We believe all students can learn. Our responsibility is to ensure students acquire knowledge, skill, and capability to function effectively as lifelong learners and responsible citizens.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

PDF	W-9 - West Franklin USD 2... (70 KiB download)
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Applicant / Board Member List (if applicable)

DOCX	West Franklin USD 287 Boa... (13 KiB download)
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Application details

Full District Name		West Franklin
District Number		287
Mailing Address Street Address		510 East Franklin
Mailing City		Pomona
Mailing Address Zip Code		66076
Authorized Representative of the District Name		Trisha Kaub
Authorized Representative of the District Position or Title		district accounting clerk
Authorized Representative of the District Email Address		kaubt@usd287.org
Authorized Representative of the District Phone Number		+17855663396
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		turnerj@usd287.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID has impacted some of the students of West Franklin USD 287 with a learning loss due to not being able to attend class in a normal setting due to school closings.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

As depicted on our ESSER II expenditure spreadsheet we have addressed social distancing, preparation for future school closings by purchasing a curriculum which will transition easily from in class to remote, technology to allow for more social distancing and school closings, etc. (see expenditure spreadsheet)

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through AIMSweb and Fast Bridge, and by utilizing the social distancing space to mitigate the spread of the virus.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Trisha Kaub

Date | 04/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
287	West Fran	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
287-1-001-20220208	Eligible	Direct Allocation	Student Transportation	Rentals	13. 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	We are adding a bus route which will enable us to increase social distancing for students.	\$ 87,979	\$ 87,979	\$ -	\$ -	\$ -	25-702-2700-440	Approved at 5/11/2021 State Board
287-1-002-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 22,248	\$ 22,248	\$ -	\$ -	\$ -	25-702-1000-110	Change Request. Previously approved for \$3,464.50. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-003-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 3,250	\$ 3,250	\$ -	\$ -	\$ -	25-702-1000-120	Change Request. Previously approved for \$11,945.66. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-004-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,951	\$ 1,951	\$ -	\$ -	\$ -	25-702-1000-220	Change Request. Previously approved for \$61,528.98. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-005-20220208	Eligible	Direct Allocation	Instruction	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 175	\$ 175	\$ -	\$ -	\$ -	25-702-1000-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-006-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2100-110	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-007-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 250	\$ 250	\$ -	\$ -	\$ -	25-702-2100-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-008-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 96	\$ 96	\$ -	\$ -	\$ -	25-702-2100-220	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-009-20220208	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1	\$ 1	\$ -	\$ -	\$ -	25-702-2100-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-010-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 250	\$ 250	\$ -	\$ -	\$ -	25-702-2300-110	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-011-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 500	\$ 500	\$ -	\$ -	\$ -	25-702-2300-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-012-20220208	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 57	\$ 57	\$ -	\$ -	\$ -	25-702-2300-220	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-013-20220208	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1	\$ 1	\$ -	\$ -	\$ -	25-702-2300-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-014-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2400-110	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-015-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2400-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-016-20220208	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 153	\$ 153	\$ -	\$ -	\$ -	25-702-2400-220	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-017-20220208	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 113	\$ 113	\$ -	\$ -	\$ -	25-702-2400-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-018-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 500	\$ 500	\$ -	\$ -	\$ -	25-702-2500-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-019-20220208	Eligible	Direct Allocation	Central Services	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 38	\$ 38	\$ -	\$ -	\$ -	25-702-2500-220	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-020-20220208	Eligible	Direct Allocation	Central Services	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 0	\$ 0	\$ -	\$ -	\$ -	25-702-2500-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-021-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	25-702-2600-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-022-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 153	\$ 153	\$ -	\$ -	\$ -	25-702-2600-220	Approved at 5/11/2021 State Board . Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-023-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2	\$ 2	\$ -	\$ -	\$ -	25-702-2600-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-024-20220208	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,150	\$ 2,150	\$ -	\$ -	\$ -	25-702-2710-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-025-20220208	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 165	\$ 165	\$ -	\$ -	\$ -	25-702-2710-220	Approved at 5/11/2021 State Board. . Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-026-20220208	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 38	\$ 38	\$ -	\$ -	\$ -	25-702-2710-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-027-20220208	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,750	\$ 2,750	\$ -	\$ -	\$ -	25-702-2900-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-028-20220208	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 210	\$ 210	\$ -	\$ -	\$ -	25-702-2900-220	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-029-20220208	Eligible	Direct Allocation	Other Support Services	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 3	\$ 3	\$ -	\$ -	\$ -	25-702-2900-290	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-030-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We employed a "COVID Tracker" at each school campus per request of Franklin County Health Dept to take temperatures and track COVID cases or potential cases within our school district	\$ 65,142	\$ 65,142	\$ -	\$ -	\$ -	25-702-1000-120	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-031-20220208	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 10,444	\$ 10,444	\$ -	\$ -	\$ -	25-702-1000-644	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-032-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional chromebooks for remote teaching and remote learning	\$ 12,672	\$ 12,672	\$ -	\$ -	\$ -	25-702-1000-650	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-033-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional chromebooks for remote teaching and remote learning	\$ 19,999	\$ 19,999	\$ -	\$ -	\$ -	25-702-1000-650	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-034-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional licenses for chromebooks for remote teaching and learning	\$ 1,715	\$ 1,715	\$ -	\$ -	\$ -	25-702-1000-650	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-035-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Purchased new air filters to improve air quality	\$ 3,051	\$ 3,051	\$ -	\$ -	\$ -	25-702-2600-610	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-036-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional switches to allow us to utilize more school classroom space to enhance social distancing	\$ 6,370	\$ 6,370	\$ -	\$ -	\$ -	25-702-1000-650	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-037-20220208	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarantined or infected with COVID	\$ 4,850	\$ 4,850	\$ -	\$ -	\$ -	25-702-1000-115	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-038-20220208	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarantined or infected with COVID	\$ 79	\$ 79	\$ -	\$ -	\$ -	25-702-2400-121	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-039-20220208	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarantined or infected with COVID	\$ 2,365	\$ 2,365	\$ -	\$ -	\$ -	25-702-3100-121	Approved at 5/11/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-040-20220208	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired an additional teacher for elementary class so we could split the class to enhance social distancing	\$ 25,388	\$ 25,388	\$ -	\$ -	\$ -	25-702-1000-110	Approved at 5/11/2021 State Board.

287-1-041-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Nurses will help to educate students and staff about the spread of COVID. They will also advise teachers on how to devise social distancing protocol in calssrooms, and to evaluate symptoms and accurately administer quarentines for the positive cases and close contacts. By doing so we can increase our chances of keeping our schools open for in person learning.	\$ 76,939	\$ 76,939	\$ -	\$ -	\$ -	25-703-2100-120	New Line Item. 1/28/2022: Per applicant, request moved from ESSER III to meet allocation limits.
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Kansas CommonApp (2020)

2506-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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290_Ottawa_ESSER II_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Ottwa USD 290

Applicant / Mailing Address

| 1404 S. Ash Ottawa, KS 66067

Applicant / First and Last Name of Owner, CEO, or Executive Director | Ryan Cobbs

Applicant / Email Address of Owner, CEO, or Executive Director | cobbsr@usd290.org

Applicant / Phone Number | 7858932411

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Ottawa

District Number | 290

Mailing Address Street Address	1404 S. Ash
Mailing City	Ottawa
Mailing Address Zip Code	66067
Authorized Representative of the District Name	Ryan Cobbs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cobbsr@usd290.org
Authorized Representative of the District Phone Number	+17858932411
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	moerert@usd290.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 290 has approximately 2300 students prek-12 who missed the last 7 weeks of in person instruction at the end of the 2019/20 resulting in "remote" learning for the remainder of the year. The start of the 2020/21 school year was pushed back until September 8 resulting in further instructional loss. The district then began school under a hybrid model in which students attended everyday for half a day, either in the morning or in the afternoon. We opened back up fully after 6 weeks at the elementary and by the end of the first quarter for both Middle and High. All of these actions were implemented to ensure the safety of our students during an unknown pandemic but had a negative impact upon our student learning and achievement. Specifically we have seen a loss in student achievement in mathematics where our MAP assessment data would indicate that nearly half of our students across the district are currently below the RIT Norm. Maybe most concerning is our 1st grade data which saw about a 13% decline in reading scores of students at the RIT norm from Fall to Winter as the doundational skills lost between the end of Kindergarten and into first grade become more evident. I feel that our district overall did a great job of mitigating the impact of COVID given the abruptness of school closure and the unknown of how this virus would impact large groups. However, there is no doubt that we have a learning gap.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Currently we have 3 staff licensed staff members that we will pay salaries with for January through May due to additional classroom spaces needed to accomodate district guidelines for safety measures. We will also pay for an additional nurse to be housed at Gareld Elementary as this building did not have a full time nurse associated with it prior to the the pandemic. We will continue to use funds to pay for subs of members of our staff who are quarantined or have tested positive for COVID. We

will continue to use funds to provide Big Blue Button to our entire staff as a means to facilitate remote instruction for those students who have chosen that course of action for the remainder of the year, as well as provide internet access to those students who were not able to afford internet on their own. Furthermore, we intend to utilize funds to address summer school for students in June should we have enough funds left to do so.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 290 plans to use its ESSER II Funds in the following ways. First, we are working with the Ottawa Education Association to negotiate an additional 20 minutes onto the 2021/22 school day specific to Math intervention. This 20 minutes would take place every school day in what we currently believe will be a walk to intervention model. We are currently estimating about \$900,000 to do so with about 230 licensed staff, plus and additional 140 classified staff but this still needs to be negotiated. We would like to spend about \$340,000 on the purchase of a new math resource K-12. The lack of learning caused by this pandemic has created clear evidence that our math achievement has suffered significantly most notably in number sense across the board with nearly half of our students below the RIT norm on MAP. The purchase is a resource for all students that guide our teachers and staff with a problem solving model, a greater spiral effect in which concepts are utilized repeatedly in different instructional standards, and one that would allow a greater impact upon the whole system through core instruction. We will be adding 2 positions, one a school nurse at Garfeild Elementary as we do not have a nurse stationed in that school, and a 5th grade teacher at Lincoln Elementary allowing us to reduce the class size below 20 so that we can space more accordingly and provide better small group instruction at a total of around \$140,000. We would like to purchase resources for intervention including Lexia, Newsela, IXL, Happy Numbers, and 95% group to address different areas in which our students have shown a lack of achievement. These resources would total about \$140,000. Lastly, we would like to address summer school and provide an opportunity for our students.

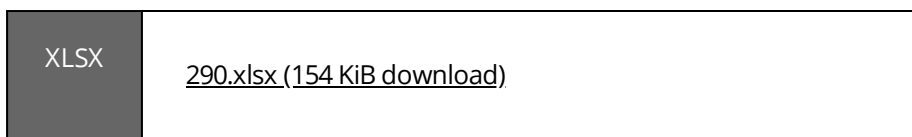
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have a number of assessments that would indicate achievement including Fastbridge, MAP, Interim State Assessments, and State Assessments that we will utilize to address increases in student achievement. We should also see an improvement in individual grades, decreased retention or retaking of courses, and increases in graduation rate.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Ryan Cobbs

Date | 04/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
290	Ottawa	12/13/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
290-1-001-20210111	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Change Request: Original Statement: Purchase of new core math curriculum focusing on the need for problem solving due to gaps in mathematic acheivement for all students. New Statement: amount was less than the original \$340,000 requested.	\$ 309,861	\$ 309,861	\$ -	\$ -	\$ -	88 E 1000 644 0010 000	Change Request. Previously approved for \$340,000 SFY 2021 at the 6/9/2021 State Board Meeting.
290-1-002-20210111	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of licensed staff member as a nurse for Garfield Elementary School	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	88 E 2100 110 0010 000	Approved at the 6/9/2021 State Board Meeting
290-1-003-20210111	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We would like to purchase Lexia, Newsela, IXL, 95% group, and Happy Numbers to address gaps in learning of our students via intervention.	\$ 138,000	\$ 138,000	\$ -	\$ -	\$ -	88 E 1000 644 0010 000	Approved at the 6/9/2021 State Board Meeting
290-1-004-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: Original Statement: The implementation of a summer school program to address credit recovery, math gaps, and reading gaps amongst our students. New Statement: we would like to do this again this summer doubling our application amount.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	88 E 1000 110 0029 130	Change Request. Previously approved for \$50,000 SFY 2021 at the 6/9/2021 State Board Meeting.
290-1-005-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"Change Request" Original Statement: Addition of a5th grade teacher at Lincoln to reduce class sizes for better instruction and spacing. New Statement: we have increased the allocation to cover multiple years.	\$ 115,000	\$ 115,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change Request. Previously approved for \$70,000 SFY 2021 at the 6/9/2021 State Board Meeting.

290-1-006-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide summer professional development for staff to address a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to address the learning loss of our students during this pandemic. "Change Request" This was provided to Tate on 5/27/21 and approved by the KBOE in June. However, it did not show up on our request for the original app so I am adding it again here.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	New Line Item
290-1-007-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"Change Request" Original Statement: Addition of staff members to work as instruction interventionists within the day to work with math instruction similar to our title reading staff. New Statement: This was provided to Tate on 5/27/21 and approved by the KBOE in June. However, it did not show up on our request for the original app so I am adding it again here.	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	New Line Item
290-1-008-20210111	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We would like to purchase touch screen chromebooks for our students to help with intervention, especially at home. Our intention is to use digital resources to provide access to parents to help continue learning at home through the digital platform with specific intervention correlated with their child's needs. "Change Request" This was provided to Tate on 5/27/21 and approved by the KBOE in June. However, it did not show up on our request for the original app so I am adding it again here. "Change Request" the original allocation was \$500,000. Our purchase price was much less.	\$ 416,330	\$ 416,330	\$ -	\$ -	\$ -	16 E 1000 700 0017 717	New Line Item

290-1-009-20210111	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Provide retention incentive to better ensure that USD 290 does not continue to lose staff when it is becoming increasingly difficult to recruit and retain staff. USD 290 would provide a total incentive package of \$1,500 per year divided in 4 quarters of \$375. Staff members must retain their position through the entirety of the quarter. Should they do so they receive the \$375 incentive for the previous quarter worked. Should they leave in the middle of the quarter they would forfeit the entirety of any incentive. Any new staff joining would be eligible for the incentive after working a full quarter and would earn that incentive at the end of the next quarter. The incentive would take place in March, May, October, and December.	\$ 120,564	\$ 120,564	\$ -	\$ -	\$ -	88 E 1000 120 0010 120	New Line Item
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Kansas CommonApp (2020)

2539-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xVEbeODI

341_Oskaloosa_ESSER II Plan_0622 (copy) - 2nd Application Submission on 12-10-21 with remainder of ESSER II Dollars Applied for

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 341 - Oskaloosa Schools

Applicant / Mailing Address

404 Park St.
Oskaloosa, KS 66066

**Applicant / First and Last Name of
Owner, CEO, or Executive Director** | Jon Pfau

**Applicant / Email Address of Owner,
CEO, or Executive Director** | jpfau@usd341.org

Applicant / Phone Number | 785-863-2539

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 486034902

Applicant / Website Address (if applicable) | www.usd341.org

Fiscal Agent / Name (if applicable) | Jon Pfau

Fiscal Agent / Email (if applicable) | jpfau@usd341.org

Fiscal Agent / Mailing Address (if applicable)

404 Park St.
Oskaloosa, KS 66066

Application details

Full District Name | oskaloosa schools

District Number | 341

Mailing Address | Street Address | 404 park st.

Mailing | City | oskaloosa

Mailing Address | Zip Code | 66066

Authorized Representative of the District | Name | Jon Pfau

Authorized Representative of the District | Position or Title | superintendent

Authorized Representative of the District | Email Address | jpfau@usd341.org

Authorized Representative of the District | Phone Number | +17858632539

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | kheston@usd341.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

in response to covid and student learning loss over the past 15 months, we have a well-planned out and organized plan for the 2021-2022 school year and the use of esser ii funds. march of 2020, the pandemic started and left our school district, community, parents, and students scrambling for direction and answers. our students did see academic loss due to continuous learning through zoom and the lack of summer school in 2020. additionally, we have seen an increase in social-emotional needs throughout the 2020-2021 school year. these social-emotional needs were not just within our student body,

but also carried over to parents, teachers, and the community as a whole. isolation, lack of routine, and fear of the unknown worked to lead many district students and staff to struggle. our two full-time counselors in our school district struggled to keep up with the increased social-emotional needs. in 2021-2022, our district is looking to add another counselor/social worker to help with this increased need. our district is also looking to hire a full-time nurse in 2021-2022 to help with illness and education. we previously only had a part-time nurse, which was not enough service to handle the needs. as a small school district all of our students, including special education students have been impacted and we are addressing those needs as well.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

in response to covid and student learning loss over the past 15 months, we have a well-planned out and organized plan for the 2021-2022 school year and the use of esser ii funds. our plan includes hiring a full-time nurse for health, wellness, contact tracing, quarantine, and illness needs. additionally, we plan to hire a 3rd counselor/social worker to address social-emotional needs within the students and staff. also, we currently (june 2021) are offering summer school for students kindergarten through 12th-grade who have experienced learning loss. all of the summer school teachers (5 @ elementary & 2 @ jr/sr high) and teacher aide (6 @ elementary & 3 @ jr/sr high) salaries will be paid through esser ii funds. we have also added an additional elementary teacher for the 2021-2022 school year to help maintain a lower elementary class size ratio at each grade level (14-18 students). we want to improve our communication system with our parents and community as well. we have chosen aptegy that will dramatically update and improve our website and application communication to parents and students. these updates are important to help with quick and clear information in the event quarantines are necessary during the 2021-2022 school year. this communication system will also inform parents of academic and community resources and events as it relates to learning loss over the past 15 months. also, we plan to purchase two commercial washers, and 4 commercial dryers to handle our athletic and activity apparel washing needs. our plan is to have all of our junior high and high school team game and practice uniforms, and towels washed at school to help manage sanitary conditions as it relates to infections and health.

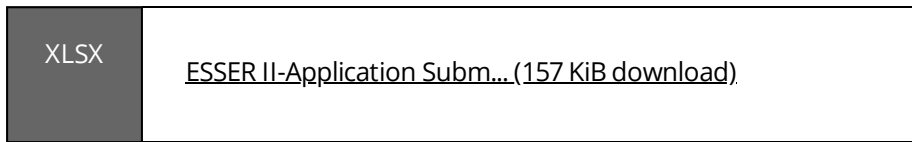
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

in response to covid and student learning loss over the past 15 months, we have a well-planned out and organized plan for the 2021-2022 school year and the use of esser ii funds. we will monitor our local academic assessments including aims web results and state assessment results in our elementary building. in our elementary, we are also working to maintain enough teachers to keep class sizes low in the 14-18 student range. this means three grade-level sections instead of two grade-level sections in certain grades to maintain low-class sizes. having an additional counselor/social worker in the district will help the secondary building to lower student and staff anxiety and depression. thus helping students to make better academic gains. we are also looking to implement the tasn training in our jr/sr high building to help use data as it relates to instructional practices to counteract learning loss.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing principals and other 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jon Pfau

Date | 12/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
341	Oskaloosa	1/25/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
341-1-001-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	2. Coordination of COVID-19 preparedness and response efforts	This ties to COVID-19 as we will use this updated system to update parents and students regarding academic updates and events to counteract learning loss. In addition, this will tie back to COVID-19 in communicating with parents as it relates to an outbreak and school shutdown.	\$ 16,440	\$ 9,170	\$ 7,270	\$ -	\$ -	7.3000.3.730.000	Change Request: Previously approved for \$9,170 SFY 2021 and 2022
341-1-002-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This ties to COVID-19 as we will use these wifi connection services to maintain any remote learner students during the 2021-2022 school year.	\$ 21,372	\$ 16,372	\$ 5,000	\$ -	\$ -	07.3000.3.730.000	Approved at the 8/10/2021 State Board Meeting
341-1-003-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	07.2100.5.110.000	Approved at the 8/10/2021 State Board Meeting
341-1-004-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary FICA contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	07.2100.5.220.000	Approved at the 8/10/2021 State Board Meeting

341-1-005-20220208	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary unemployment contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 480	\$ -	\$ 480	\$ -	\$ -	07.2100.5.250.000	Approved at the 8/10/2021 State Board Meeting
341-1-006-20220208	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary other benefits contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 360	\$ -	\$ 360	\$ -	\$ -	07.2100.5.290.000	Approved at the 8/10/2021 State Board Meeting
341-1-007-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. 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	This ties to COVID-19 as we will set up these two canopies (one in elementary and one in jr/sr high) to address social distance needs through additional outdoor classroom space.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	07.2600.5.350.000	Approved at the 8/10/2021 State Board Meeting
341-1-008-20220208	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our seven summer school teacher salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 16,800	\$ -	\$ 16,800	\$ -	\$ -	07.1000.5.100.000	Approved at the 8/10/2021 State Board Meeting
341-1-009-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our nine summer school teacher aide salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 20,520	\$ -	\$ 20,520	\$ -	\$ -	07.1000.5.120.000	Approved at the 8/10/2021 State Board Meeting

341-1-010-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries FICA contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 2,855	\$ -	\$ 2,855	\$ -	\$ -	07.1000.5.220.000	Approved at the 8/10/2021 State Board Meeting
341-1-011-20220208	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries unemployment contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 373	\$ -	\$ 373	\$ -	\$ -	07.1000.5.250.000	Approved at the 8/10/2021 State Board Meeting
341-1-012-20220208	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries other benefits. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 280	\$ -	\$ 280	\$ -	\$ -	07.1000.5.290.000	Approved at the 8/10/2021 State Board Meeting
341-1-013-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. 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	This ties to COVID-19 as we will purchase and install two commercial washers and 4 commercial dryers to address activity practice and game uniform sanitation as well as towel washing sanitation.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	07.2600.5.100.350	Approved at the 8/10/2021 State Board Meeting

341-1-014-20220208	Eligible	Direct Allocation	Health Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 60,680	\$ -	\$ 60,680	\$ -	\$ -	07.2130.5.111.000	Approved at the 8/10/2021 State Board Meeting
341-1-015-20220208	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, FICA contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 4,642	\$ -	\$ 4,642	\$ -	\$ -	07.2130.5.220.000	Approved at the 8/10/2021 State Board Meeting
341-1-016-20220208	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, unemployment benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 607	\$ -	\$ 607	\$ -	\$ -	07.2130.5.250.000	Approved at the 8/10/2021 State Board Meeting
341-1-017-20220208	Eligible	Direct Allocation	Health Services	Worker's Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, other benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 456	\$ -	\$ 456	\$ -	\$ -	07.2150.5.290.000	Approved at the 8/10/2021 State Board Meeting
341-1-018-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 12,580	\$ 6,290	\$ 6,290	\$ -	\$ -	07.1000.5.650.000	New Line Item; Applicant responded via email: We already have this system for the general operations of the school district. This system upgrade provides an essential component that will allow us to continue to operate our school district during the current challenges of the pandemic and possible future school closures. This is necessary for the district as we continue to prepare and provide coordination of all operations for our students achievement.

341-1-019-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 17,820	\$ 17,820	\$ -	\$ -	\$ -	07.1000.5.650.000	New Line Item; related to line 32.
341-1-020-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 3,990	\$ 1,995	\$ 1,995	\$ -	\$ -	07.1000.5.650.000	New Line Item; related to line 32.
341-1-021-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 2,150	\$ 2,150	\$ -	\$ -	\$ -	07.1000.5.650.000	New Line Item; related to line 32.
341-1-022-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 2,054	\$ 1,027	\$ 1,027	\$ -	\$ -	07.1000.5.650.000	New Line Item; related to line 32.

341-1-023-20220208	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we will use this updated system to handle staff payroll, attendance, activity accounting, supplies ordering, and equipment ordering if needed to be done from a remote location through the "cloud" as it relates to an outbreak and school shutdown.	\$ 2,125	\$ 2,125	\$ -	\$ -	\$ -	07.1000.5.650.000	New Line Item; related to line 32.
341-1-024-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we have hired and used a Full-Time Substitute Teacher for the 21-22 school year. Substitute Teacher pools have greatly reduced since the start of the pandemic. This will allow a guaranteed Substitute Teacher to be utilized each day.	\$ 27,774	\$ -	\$ 14,600	\$ 13,174	\$ -	07.1000.1.111.000	New Line Item
341-1-025-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we have hired and used a Full-Time Substitute Teacher for the 21-22 school year. Substitute Teacher pools have greatly reduced since the start of the pandemic. This will allow a guaranteed Substitute Teacher to be utilized each day.	\$ 12,000	\$ -	\$ 6,000	\$ 6,000	\$ -	07.1000.1.210.000	New Line Item
341-1-026-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we have hired and used a Full-Time Substitute Teacher for the 21-22 school year. Substitute Teacher pools have greatly reduced since the start of the pandemic. This will allow a guaranteed Substitute Teacher to be utilized each day.	\$ 26,572	\$ -	\$ 13,286	\$ 13,286	\$ -	07.1000.1.220.000	New Line Item

341-1-027-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we have hired and used a Full-Time Substitute Teacher for the 21-22 school year. Substitute Teacher pools have greatly reduced since the start of the pandemic. This will allow a guaranteed Substitute Teacher to be utilized each day.	\$ 2,234	\$ -	\$ 1,117	\$ 1,117	\$ -	07.1000.1.250.000	New Line Item
341-1-028-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2nd ESSER II APPLICATION REQUEST: This ties to COVID-19 as we have hired and used a Full-Time Substitute Teacher for the 21-22 school year. Substitute Teacher pools have greatly reduced since the start of the pandemic. This will allow a guaranteed Substitute Teacher to be utilized each day.	\$ 44	\$ -	\$ 22	\$ 22	\$ -	07.1000.1.290.000	New Line Item

Kansas CommonApp (2020)

2586-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

343_PerryLecompton_ESSERII Plan_1220



YBAGgJz

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 343 Perry-Lecompton Public Schools
Applicant / Mailing Address	205 W. Bridge St. Perry, Ks 66073
Applicant / First and Last Name of Owner, CEO, or Executive Director	J.B. Elliott
Applicant / Email Address of Owner, CEO, or Executive Director	jelliott@usd343.org
Applicant / Phone Number	7855975138

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	480699340
Applicant / Website Address (if applicable)	www.usd343.net

Application details

Full District Name	Perry Public Schools
District Number	343
Mailing Address Street Address	205 W. Bridge Street
Mailing City	Perry
Mailing Address Zip Code	66073
Authorized Representative of the District Name	J.B. Elliott
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jelliott@usd343.org
Authorized Representative of the District Phone Number	+17855975138
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

This submission is a merger of our previously submitted applications. I was told I need to merge all of our applications into one. Here is the suppose from the most recent application. COVID-19 has negatively impacted students in all demographic categories of our school system. This includes all age groups ranging from our Daycare/PreK programs to our Seniors, for a total of 785 students. The biggest concern is the loss of instructional time due to the effects of COVID during the past two years.

Another area of concern is the turnover rate in staff members. At the conclusion of the 2020-21 school year, 39% (9 out of 23) of our high school staff left their position. We believe this will have a negative impact on learning as well.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Previously submitted: During the 2020-21 school year, we added programs to help with the deficiencies discovered. Programs included Really Great Reading at the elementary level. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add a section to ensure that we could meet the county requirements related to social distancing in the classroom.

This summer, we plan to focus our efforts on addressing the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This

schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. : Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program. Additionally, meals will be available to all students in the community due to the Seamless Summer Food Service program we are currently offering.

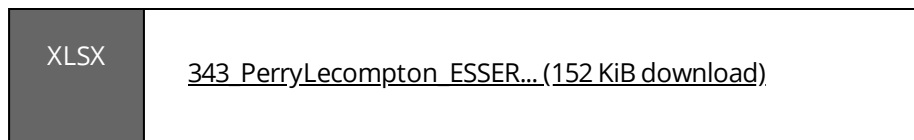
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The most efficient way of determining impact will be to monitor our local assessments and screening reports. We also hope to see a decrease in social-emotional referrals and an increase in graduation rates.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | J.B. Elliott

Date | 12/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
343	Perry Publ	1/25/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
343-1-001-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for 2020-21 amount.). AIMSWeb Plus - used by K-5 staff in 2020-21 to identify struggling students related to loss of instruction time. We use this K-12 beginning in the 21-22 school year.	\$ 4,706	\$ -	\$ 4,706	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-002-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for '20-'21 amount.) Really Great Reading Program: Intervention and monitoring program for students in grade K-4	\$ 8,775	\$ -	\$ 8,775	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-003-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects on-line. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continueing as the provider in the 2021-22 school year.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-004-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NWEA - MAP Assessment Tool. We had planned to drop this, but want to continue if covered by ESSER II	\$ 8,238	\$ -	\$ 8,238	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting

343-1-005-20220208	Eligible	Direct Allocation	Other Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: (The original amount did not include a health benefit for a full-time employee or the total days for the contract year of 214). Pay Rate: \$15, 8 Hour per day position Daily rate: \$120, Days in contract: 214 Contract amount:\$25,680, FICA Amount (7.65%): \$1,964.52, Health Benefit amount: \$6,548, Total Amount per year: \$34,192.52	\$ 22,280	\$ 5,184	\$ 17,096	\$ -	\$ -	96120	Change Request: Previously approved for \$5,184 SFY 2021 and \$34,192.52 SFY 2022
343-1-006-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added a 2nd Grade Teacher in order to meet Social Distancing requirements. Started with 2 sections (23+22) and ended with 3 sections of 15 to meeting requirement. Total amount includes salary and FICA.	\$ 43,956	\$ 43,956	\$ -	\$ -	\$ -	14600	Approved at the 6/9/2021 State Board Meeting
343-1-007-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Total Sub Teacher Pay and lost Salaries due to quarantine and isolation required by COVID-19 situations. This includes classified and certified staff.	\$ 25,204	\$ 25,204	\$ -	\$ -	\$ -	12200	Approved at the 6/9/2021 State Board Meeting
343-1-008-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: (Fewer hours worked than budgeted for.). Tech Assistants/Workers for Summer configuration of iPads for 21-22 year and inspection/repair of items for the 20-21 year. Work to be completed in June '21 and July '21	\$ 828	\$ 414	\$ 414	\$ -	\$ -	96135	Approved at the 6/9/2021 State Board Meeting
343-1-009-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (lower rate than budgeted for.). July '21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Their pay is \$34.04/hr, plus FICA	\$ 40,979	\$ -	\$ 40,979	\$ -	\$ -	96100	Approved at the 6/9/2021 State Board Meeting

343-1-010-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (lower than budget.). July '21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 11,508	\$ -	\$ 11,508	\$ -	\$ -	96110	Approved at the 6/9/2021 State Board Meeting
343-1-011-20220208	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is \$16.25/hr, plus FICA	\$ 2,730	\$ -	\$ 2,730	\$ -	\$ -	96130	Approved at the 6/9/2021 State Board Meeting
343-1-012-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than expected.). July '21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 1,127	\$ -	\$ 1,127	\$ -	\$ -	96060	Approved at the 6/9/2021 State Board Meeting
343-1-013-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Had to use a service instead of an employee.). July '21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is \$13.50/hr, plus FICA	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	96050	Approved at the 6/9/2021 State Board Meeting
343-1-014-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is \$55/hr, plus FICA	\$ 7,105	\$ -	\$ 7,105	\$ -	\$ -	96070	Approved at the 6/9/2021 State Board Meeting
343-1-015-20220208	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Fuel for summer bus routes. Estimated at \$3.10/gal and using 12.5 gal daily x 4 buses.	\$ 255	\$ -	\$ 255	\$ -	\$ -	96160	Approved at the 6/9/2021 State Board Meeting

343-1-016-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Used food service complany.). July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is \$14.06, plus FICA	\$ 3,511	\$ -	\$ 3,511	\$ -	\$ -	96080	Approved at the 6/9/2021 State Board Meeting
343-1-017-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: Field Trip Fees - admission. Figured at \$5 per student with 125 students participating.	\$ 2,778	\$ -	\$ 2,778	\$ -	\$ -	96150	Approved at the 6/9/2021 State Board Meeting
343-1-018-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Classroom supplies. Figured at \$150 at 12 classrooms	\$ 310	\$ -	\$ 310	\$ -	\$ -	96340	Approved at the 6/9/2021 State Board Meeting
343-1-019-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.) Additional cost for Utilities for summer school program. Estimated at \$2,000 for the month of July.	\$ 1,803	\$ -	\$ 1,803	\$ -	\$ -	96400	Approved at the 6/9/2021 State Board Meeting
343-1-020-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year.. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: \$33,573.36 salary, \$2,685.87 FICA, \$3,798.08 insurance. (\$40,057.31). 7-12 Staff 1: \$18,935.00 salary, \$1,842.12 FICA, \$1,424.28 insurance. (\$22,201.40)	\$ 62,259	\$ 62,259	\$ -	\$ -	\$ -	96095	New Line Item - NOTE: Additional info from the district was provided - SPARK funding ended in December of 2020. However, our virtual students continued through the remainder of the school year. The \$62,258.71 is the cost of the remaining contract for the two full-time virtual school teachers.

343-1-021-20220208	Ineligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This is payment for additional staff duties that are due to COVID-19. This amount is figured at a rate of \$20 per hour for an additional 189.63 hours of extra work throughout the entire 2020-21 school year.. Work was for creation of videos and live video posted for YouTube for the following areas: music/band, Board of Education meetings, awards programs, and teacher recognition. I view these as vital to the educational day and NOT extra-curricular.	\$ 3,793	\$ 3,793	\$ -	\$ -	\$ -	96090	New Line Item - NOTE: Additional info from the district was provided.- Because we did not have in-person elementary music concerts last year, he had a staff member create videos of the different sections of classes, then edit them together to appear as if they were singing together. These videos were then shared with parents in place of the actual concert. The same person was also responsible for streaming our Board of Education meetings and connecting outside speakers through zoom during Board meetings. This was required due to COVID.
343-1-022-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21)	\$ 28,527	\$ -	\$ 28,527	\$ -	\$ -	96095	New Line Item
343-1-023-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21)	\$ 22,068	\$ -	\$ 22,068	\$ -	\$ -	96110	New Line Item

343-1-024-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This position will increase our job postings on social media platforms and online job boards. After being hired, we will provide better training and an understanding of employment expectations and responsibilities. This new position will assist with tracking expenditures for ESSER and COVID. Reporting data for COVID will also be a job function. \$18/hr for 260 days, plus FICA and health benefit. (\$3,906/month) . The remaining amount for this item will be submitted for ESSER III.	\$ 16,043	\$ -	\$ 16,043	\$ -	\$ -	96126	New Line Item - Note: District provided additional information - Due to COVID, we our application pool is poor to non-existent. The superintendent position no longer has the time to search and recruit potential applicants for open positions due to the extra duties created by COVID. (Contact tracing, contacting parents of close contacts, updating guidelines of COVID, monitoring ESSER expenditures, COVID testing of employees and students, and monitoring COVID PPE supplies. This position will increase our job postings on social media platforms and online job boards. This position will also be responsible for better training and an understanding of employment expectations and responsibilities. This new position will also assist with tracking expenditures for ESSER and COVID.
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Kansas CommonApp (2020)

2481-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZPxejAWZ

352_Goodland_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Goodland Schools - 352
Applicant / Mailing Address	
1311 Main	
Goodland, KS. 67735	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Bill Biermann
Applicant / Email Address of Owner, CEO, or Executive Director	bill.biermann@usd352.org
Applicant / Phone Number	785-890-2397

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Goodland
District Number	352

Mailing Address Street Address		1311 Main
Mailing City		Goodland
Mailing Address Zip Code		67735
Authorized Representative of the District Name		Bill Biermann
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bill.biermann@usd352.org
Authorized Representative of the District Phone Number		+17858902385
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| ESSER II Revision

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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

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

Planning for, coordinating, and implementing activies 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 IDEA and

ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| Small revision to approved application

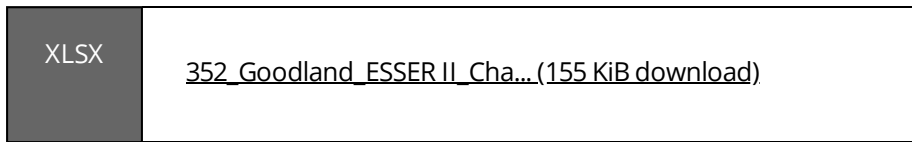
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| Small revision to approved application

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing principals and other 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Bill Biermann

Date | 11/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
352	Goodland	12/20/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
352-1-001-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Our current Math Curriculum does not provide us two things we found out we needed during this last year. The technology component should we have to do some sort of remote learning again and an Math Intervention component that teachers can utilize to meet the individual needs of students.	\$ 87,685	\$ 87,685	\$ -	\$ -	\$ -	95-00-1000-610-00	Approved at the 7/13/2021 State Board Meeting. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. Yes are AIMSweb scores were lower than past years and we have had to play catch up during the year. The majority of our students have been able to get back to grade level or at a level where we feel confident in our ability to get them there. However, our special populations and at-risk students will continue to need additional supports and resources moving forward to get them back on track. Additionally, we want to purchase a better math resource and additional interventions.
352-1-002-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase of Reading Intervention materials to support our MTSS program to further meet the individual needs of students.	\$ 4,700	\$ 4,700	\$ -	\$ -	\$ -	95-00-1000-610-00	Approved at the 7/13/2021 State Board Meeting. See Row 001.

352-1-003-20210111	Eligible	Direct Allocation	Support Services - Instruction	Staff Travel	3. Providing principals and other school leaders with resources to address individual school needs	We are planning on ramping up our summer Professional development offering to better equip teachers with the strategies and resources necessary to meet the individual needs of students; including but not limited to Pathways, Fastbridge, and technology training.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	95-00-2200-580-00	Approved at the 7/13/2021 State Board Meeting. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. We also want to increase staff development in key areas of MTSS Intervention techniques, technology integration, and teaching in a virtual setting to better prepare our staff for meeting those unique challenges.
352-1-004-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	The purchase of two digital resources to better allow us to effectively teach in a remote learning environment: Dreambox and Lexia	\$ 15,200	\$ 15,200	\$ -	\$ -	\$ -	95-00-1000-610-00	Approved at the 7/13/2021 State Board Meeting
352-1-005-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are employing an extra 7-12 Math teacher to specifically work within our Intervention program to meet individual needs as well as lower class sizes. We plan to target students who have demonstrated learning loss through the pandemic	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-01-1000-110-00	Approved at the 7/13/2021 State Board Meeting

352-1-006-20210111	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	We are employing an additional Elementary Counselor at the 7-12 building to provide social emotional support for students.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-04-2120-110-00	Approved at the 7/13/2021 State Board Meeting. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted.
352-1-007-20210111	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	We are employing an additional Secondary Counselor at the 7-12 building to provide social emotional support for students.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-01-2120-110-00	Approved at the 7/13/2021 State Board Meeting. Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted.
352-1-008-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	We are opening up another Preschool classroom as we have seen a rise in At-Risk student populations and the need for PK services in our community has risen as a result of the pandemic	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	95-03-1000-110-00	Approved at the 7/13/2021 State Board Meeting
352-1-009-20210111	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Sherman County Early Childhood Center in which we offer PK services is an outdated facility without a modern HVAC system for healthy air quality. It has a few Window AC units but lacks central air and heat.	\$ 164,703	\$ 164,703	Deleted \$44,800 from the original budget of 290,502.86	\$ -	\$ -	95-03-2630-460-00	Change Request: Previously approved for \$290,502.86 SFY 2021. Per narrative, we need a new HVAC system in our 1947 Central building where our PK program is offered as it does not have a centralized system for clean air and the learning environment for students needs to improve in an effort to provide a safe environment. Allowable if CDC guidelines are met. Capital Improvement paperwork required.

352-1-010-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for staff for 1st semester as validation for them continuing to work for us during the COVID pandemic. \$600/employee	\$ 109,800	\$ 109,800	\$ -	\$ -	\$ -	95-00-1000-110-00	New Line Item. Per applicant, the payout will be ASAP.
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Kansas CommonApp (2020)

2491-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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361_ChaparralSchools_ESSERII_Cr

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 361 Chaparral Schools
Applicant / Mailing Address	
124 N Jennings Ave	
Anthony, KS 67003	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Josh Swartz
Applicant / Email Address of Owner, CEO, or Executive Director	josh@usd361.org
Applicant / Phone Number	620-842-5183

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0697391
Applicant / Website Address (if applicable)	www.usd361.org

Application details

Full District Name	Chaparral Schools
District Number	361

Mailing Address | Street Address | 124 N Jennings Ave

Mailing | City | Anthony

Mailing Address | Zip Code | 67003

Authorized Representative of the District | Josh Swartz
| Name

Authorized Representative of the District | Superintendent
| Position or Title

Authorized Representative of the District | josh@usd361.org
| Email Address

Authorized Representative of the District | +16208425183
| Phone Number

Would you like to additional district
representatives to the application? | Yes

Other District Representative 1 | Email
Address | barbaram@usd361.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs.

Social interactions as a result of social media influences. Remote learning isolated students to their homes with the social interactions occurring through social media. Many times the social media interactions influenced the decision making of students, especially 4th to 9th grade, in ways that formed poor decision making processes.

The additional planning for staff impacted learning loss through the duplication of services that were needed. Planning for both Remote (students that were in quarantine) and On-Site learning required created challenges in fully engaging students. The strain from this duplication also impacted the available energy needed by staff to maintain the same quality learning service during non-COVID times. At any given moment throughout the 2020-2021 school year (up to April 9th) there were between 8 and 200 students in quarantine. Remote learning was an option for students as well and this made up about 2% of our student population.

Does the district have remaining ESSER I
funding that it has not yet spent as of
the date of ESSER II application
submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The primary focus is MTSS Implementation:

Our system is currently in the 2nd year of MTSS implementation with a TASN team. Several key components are being addressed through the additional staff and components related to the submitted plan. Specifically focusing on Tier 1 integrity along with Tier 2 & Tier 3 progress monitoring effectiveness would be the responsibility of one of the additional positions. The long term impact of increasing the speed of this program being implemented benefits students not just in the next few years, but many years to follow.

Another area is a focus on morale and a progressing culture focused on student learning. The plan includes the proposal of hiring additional guest teachers (substitute teachers) to support the classroom when the regular teacher is away. The additional staff would also be used when available with small groups of students to help with intervention or enrichment work.

The rationale is to use funds to impact the overall system and not just provide support for a few years. Monitoring the staff behaviors that reflect a culture focused on student learning will be part of the impact monitoring throughout the use of the ESSER funding window.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Kansas Assessment Program Results, Attendance Rates and Math, Reading and Behavior Universal Screening Results would be the base data points. Additional system metrics would also be monitored for impact to help determine components that remain after ESSER funds are complete.

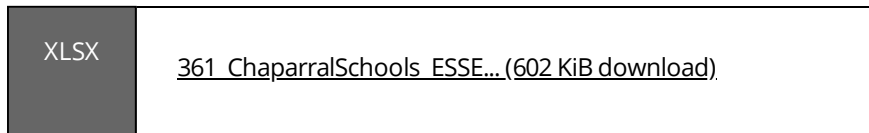
The adaptive changes will be monitored through our action planning process related to our MTSS Implementation Progress. Our system uses the IMIS survey results (TASN & www.districttools.com) provided from our staff surveys to inform an action planning process.

The culture and climate impact is monitored through a school climate survey and the Kansas Communities that Care survey.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Josh Swartz

Date | 11/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
361	Chaparral	12/20/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
361-1-001-20210114	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SFY 2021 (\$40,000) replacement of 5th/6th personal technology devices (Chromebooks) & teacher iPad replacement (\$30,000). Remote learning increased the breakage and usage rate of current device inventory.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	80-1000-650-000	Approved at the 6/9/2021 State Board Meeting
361-1-002-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	SFY 2021 (\$60,914) is for 3 floor scrubbers & 3 buffers at all 3 school buildings. This equipment replaces an aging inventory of cleaning equipment. The updated equipment provides more time by the custodial staff in cleaning the additional surfaces required by our cleaning protocol.	\$ 60,914	\$ 60,914	\$ -	\$ -	\$ -	80-2600-610-000	Approved at the 6/9/2021 State Board Meeting
361-1-003-20210114	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Drafting classroom computers that allow for virtual completion of college credit. The need addressed is replacing an inventory that aged ahead of schedule from the additional usage for remote learning.	\$ 9,161	\$ 9,161	\$ -	\$ -	\$ -	80-1000-650-000	Approved at the 6/9/2021 State Board Meeting

361-1-004-20210114	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Change Request: [reduction in cost] Additional facilitator role responsible for supporting MTSS protocol implementation, facilitating learning data conversations specifically focusing on behavior, math and reading, and work closely with building teams and existing mental health team to support alignment.	\$ 38,500	\$ 5,500	\$ 33,000	\$ -	\$ -	80-2200-111-000	Change Request: Previously approved for \$5,500 SFY 2021, \$66,000 SFY 2022 and \$66,000 SFY 2023
361-1-005-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request: [removed a unit from FY2023] Rooftop Unit Replacement [3 units in SFY 2021, 2 units in SFY 2022, and 1 unit in SFY 2023] There are 119 roof top units across all buildings in the district. The updated HVAC equipment addresses needed air quality improvements. These HVAC items are also at the end of their life and updated equipment includes technology enhancements to solve air quality concerns.	\$ 101,000	\$ 81,000	\$ 20,000	\$ -	\$ -	80-2600-710-000	Change Request: Previously approved for \$81,000 SFY 2021, \$20,000 SFY 2022 and \$10,000 SFY 2023
361-1-006-20210114	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Change Request: [addition of 1 more guest teacher and adjusting the cost per teacher to \$31,000]. 3 FTE Guest Teachers @ \$31,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.	\$ 52,712	\$ 5,167	\$ 47,545	\$ -	\$ -	80-1000-111-000	Change Request: Previously approved for \$5,167 SFY 2021, \$62,000 SFY 2022 and \$62,000 SFY 2023

361-1-007-20210114	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.	\$ 64,088	\$ 14,544	\$ 49,544	\$ -	\$ -	80-1000-610-000	Change Request: Previously approved for \$14,544 SFY 2021, \$14,544 SFY 2022, \$14,544 SFY 2023,
361-1-008-20210114	Eligible	Direct Allocation	Central Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools. The tech integration support role impacts learning loss by supporting the	\$ 35,000	\$ 5,000	\$ 30,000	\$ -	\$ -	80-2500-111-000	Change request: Previously approved for \$5,000 SFY 2021, \$60,000 SFY 2022 and \$60,000 SFY 2023
361-1-009-20210114	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Rural Universal Services (RUS) Grant through a partnership with ESSDACK. The purpose of the grant is to provide a virtual learning opportunity that isn't possible through the barriers because of COVID protocol.	\$ 14,700	\$ 14,700	\$ -	\$ -	\$ -	80-1000-650-000	Approved at the 6/9/2021 State Board Meeting
361-1-010-20210114	Eligible	Direct Allocation	Support Services - School Administration	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional Learning opportunities for building leaders	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	80-2400-300-000	New Line Item. Per applicant, The challenges and stresses facing our building leadership is above normal and the professional learning opportunity allows for improved change management skills related to COVID.
361-1-011-20210114	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Retention pay where \$500 is paid to each staff member for work prior to the semester they are about to begin. Payments in December and August.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	80-1000-111-000	New Line Item

361-1-012-20210114	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item: Summer learning opportunities where students identified as at-risk through Fastbridge screening data, attendance data and classroom performance would gain additional learning support.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	80-1000-111-000	New Line Item. Per applicant, Approximately 20 staff would support this program in groups of 2 to 5 and for a minimum of 10, 1 hour sessions. The maximum could be up to 20, 3 hour sessions.
361-1-013-20210114	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item: Additional ESOL learner support by adding 2 teacher specialists along with 2 para educators.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	80-1000-111-000	New Line Item. Per narrative, Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs. Per applicant, The quarantining and at home work significantly impacts English Language Learners as the home learning support is not as strong.
361-1-014-20210114	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	New Item: Extending the school year for 2 days as the cost of operation is \$20,000 per day.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	80-1000-111-000	New Line Item. Per applicant, The goal is to address lossed time whether through actual time at home or even the remote learning or non-direct instruction time that has taken place over the past year.
361-1-015-20210114	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Para educator scholarships where college tuition is reimbursed for staff members working to complete their teaching degree. The estimated cost per staff member is approximately \$8,000 with this funding covering at least 3.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	80-1000-300-000	New Line Item. Per applicant, Covid has created a staff shortage due to increased retirements and this program allows for the growth of our teaching team.

361-1-016-20210114	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Professional learning opportunities for teaching staff	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	80-1000-300-000	New Line Item. Per applicant, There are an above average number of changes facing our teaching staff and the professional learning opportunities works to develop skills that support learning in an increasingly distracted environment.
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Kansas CommonApp (2020)

2323-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

380_Vermillion_ESSERII_1020



VWPoOxDe

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Vermillion USD 380

Applicant / Mailing Address

| 209 School St.
| Vermillion, KS 66544

Applicant / First and Last Name of Owner, CEO, or Executive Director | Matt Rogers

Applicant / Email Address of Owner, CEO, or Executive Director | rogersm@usd380.com

Applicant / Phone Number | 785-382-6216

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0720999

Applicant / Website Address (if applicable) | www.usd380.com

Application details

Full District Name	Vermillion USD
District Number	380
Mailing Address Street Address	209 School St
Mailing City	Vermillion
Mailing Address Zip Code	66544
Authorized Representative of the District Name	Trevor Ashcraft
Authorized Representative of the District Position or Title	Curriculum Director
Authorized Representative of the District Email Address	ashcraftt@usd380.com
Authorized Representative of the District Phone Number	+17853826216
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	hasenkampm@usd380.com
Other District Representative 2 Email Address	rogersm@usd380.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID has impacted student academics and mental health. Much of our ESSER funds will be allocated to ensuring student health, mental well-being, and academic progress. Screening data indicates a regression in our reading and math proficiency along with social-emotional needs K12. PreK student data indicates that particular emphasis needs to be placed on externalized social behavior and internalized emotional regulation.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Plans/Programs to assist with academic gaps: Quaver - Music Program (remote learning)

Plans/Program to assist with student health: Add Medical Aides, Increased Nursing Hours, Add Teacher (reduce class sizes)

Plans/Program to assist with student mental health: Social Media Presentation, Community Liaison, add SEL Curriculum, and add Sensory Path for emotional regulation.

ADDITIONS to this application: Social Media Presentation - helping students to be aware of the dangers of social media and the impact it can have on self-image and mental health.

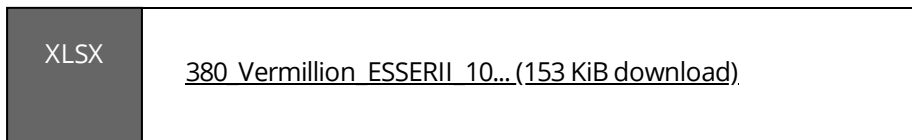
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to monitor universal screening and progress monitoring data to determine the effect of our interventions and supported activities. SAEBRS data will be monitored for student well-being and social-emotional changes/impacts. Starting this fall, we will also disaggregate interim assessment data through KAP to improve core classroom instruction as well as monitor progress of our academic efforts that are supplemented by ESSER funds.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Trevor W. Ashcraft

Date | 10/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
380	Vermillion	12/20/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
380-1-001-20210111	Eligible	Direct Allocation	Operation of Non-Instruction Services	Other Purchased Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	APPROVED: Community Liason - This person travels to communities in our district to meet the needs of our community members, particularly our low-income families. This included mental and physical health screenings, providing basic supplies (shoes, hygiene, school supplies, etc.), and other essential services.	\$ 32,112	\$ -	\$ 32,112	\$ -	\$ -	3000-500	Approved at 6/9/2021 State Board Meeting
380-1-002-20210111	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	10. Providing mental health services and supports	APPROVED: Social-Emotional Curriculum (Too Good: Mendez Foundation - Elementary; School-Connect: Secondary).	\$ 17,599	\$ 17,599	\$ -	\$ -	\$ -	2000-600	Approved at 6/9/2021 State Board Meeting
380-1-003-20210111	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	APPROVED: Two Half-Time Paras (MTSS - salaries) Closing the academic gaps caused by COVID by addition MTSS personnel.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	1000-100	Approved at 6/9/2021 State Board Meeting
380-1-004-20210111	Eligible	Direct Allocation	Instruction	Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	APPROVED: Two Half-Time Paras (MTSS - benefits) Closing the academic gaps caused by COVID by addition MTSS personnel.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	1000-200	Approved at 6/9/2021 State Board Meeting

380-1-005-20210111	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Medical Aide - Salary Medical Aides will serve the Early Childhood building in place of nurses to assist with sickness and potential COVID cases.	\$ 10,800	\$ -	\$ 10,800	\$ -	\$ -	2100-100	Approved at 6/9/2021 State Board Meeting
380-1-006-20210111	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Medical Aide - Benefits Medical Aides will serve the Early Childhood building in place of nurses to assist with sickness and potential COVID cases.	\$ 837	\$ -	\$ 837	\$ -	\$ -	2100-200	Approved at 6/9/2021 State Board Meeting
380-1-007-20210111	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Supplement School Nurses - Salaries The school nurses were previously in district only twenty hours per week. They have been asked to serve 30 hours per week to assist with potential COVID cases/quarantines, contact tracking, etc.. This amount applies to the additional hours beyond 20 that they are asked to work.	\$ 28,800	\$ -	\$ 28,800	\$ -	\$ -	2100-100	Approved at 6/9/2021 State Board Meeting
380-1-008-20210111	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Supplement School Nurses - Benefits The school nurses were previously in district only twenty hours per week. They have been asked to serve 30 hours per week to assist with potential COVID cases/quarantines, contact tracking, etc.. This amount applies to the additional hours beyond 20 that they are asked to work.	\$ 2,232	\$ -	\$ 2,232	\$ -	\$ -	2100-200	Approved at 6/9/2021 State Board Meeting

380-1-009-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	APPROVED: Sensory Path for Early Childhood Students With increased emotional concerns in young students, a sensory path will be used as an outlet expressing and regulating emotions with explicit instruction and an opportunity for externalizing.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	1000-610	Approved at 6/9/2021 State Board Meeting
380-1-010-20210111	Eligible	Direct Allocation	Instruction	Other Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	APPROVED: Quaver Ed Music Curriculum (K-8) With the risk of prolonged quarantines and absences, a virtual music program will be needed. This will be used in-class as well so that students have experience navigating and using the program in the event of their exception from school due to the quarantine or illness.	\$ 2,520	\$ 2,520	\$ -	\$ -	\$ -	1000-500	Approved at 6/9/2021 State Board Meeting
380-1-011-20210111	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Additional Teacher - Classroom Split - Salary With a large class size, an additional first grade teacher was needed to help spread out student and mitigate the spread of illness as well as to provide tailored small-group instruction for remediating student learning gaps.	\$ 37,175	\$ -	\$ 37,175	\$ -	\$ -	1000-100	Approved at 6/9/2021 State Board Meeting
380-1-012-20210111	Eligible	Direct Allocation	Instruction	Employee Benefits	5. Procedures and systems to improve LEA preparedness and response efforts	APPROVED: Additional Teacher - Classroom Split - Benefits With a large class size, an additional first grade teacher was needed to help spread out student and mitigate the spread of illness as well as to provide tailored small-group instruction for remediating student learning gaps.	\$ 10,114	\$ -	\$ 10,114	\$ -	\$ -	1000-200	Approved at 6/9/2021 State Board Meeting

380-1-013-20210111	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	APPROVED: MTSS Coordinators (Secondary) - Salaries To address the learning gaps in secondary resulting from the quarantines and closures, secondary MTSS coordinators will assist in facilitating screenings, working with students, and assisting teachers with core instructional changes.	\$ 30,000	\$ -	\$ -	\$ 30,000	\$ -	2100-100	Approved at 6/9/2021 State Board Meeting
380-1-014-20210111	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	APPROVED: MTSS Coordinators (Secondary) - Benefits To address the learning gaps in secondary resulting from the quarantines and closures, secondary MTSS coordinators will assist in facilitating screenings, working with students, and assisting teachers with core instructional changes.	\$ 2,458	\$ -	\$ -	\$ 2,458	\$ -	2100-200	Approved at 6/9/2021 State Board Meeting
380-1-015-20210111	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW REQUEST: Student Mental Health Seminar - Power of Social Media Social media is a major contributing factor to student safety and mental well-being. We would like to use multiple educational seminar opportunities to address the SEL needs of our students.	\$ 1,300	\$ 600	\$ 700	\$ -	\$ -	1000-300	New Line Item

Kansas CommonApp (2020)

2609-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pyomgqBj

396 Douglass ESSERII_Change_0103

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Douglass Unified School District No 396
Applicant / Mailing Address	921 E First St Douglass, KS 67039
Applicant / First and Last Name of Owner, CEO, or Executive Director	LaChelle Prather
Applicant / Email Address of Owner, CEO, or Executive Director	lprather@usd396.net
Applicant / Phone Number	316-747-3300

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0698278
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Application details

Full District Name	Douglass Public Schools
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District Number		396
Mailing Address Street Address		921 E First St
Mailing City		Douglass
Mailing Address Zip Code		67039
Authorized Representative of the District Name		Robert Reynolds
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		lprather@usd396.net
Authorized Representative of the District Phone Number		+13167473300
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		lprather@usd396.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Douglass School District has been impacted by the Pandemic in multiple ways. Students have experienced learning loss due to short periods of remote learning. The pandemic has also created periods of isolation and family challenges which has caused social-emotional problems. Our focus for the past year has been to provide instructional support to our students to lessen the loss of learning. After reviewing our student classroom data, the district discovered that our tier-two and three students have been impacted the most and students have not progressed through the tiers as our data has shown in the past. This data has made it clear that we will need to provide more resources to overcome the learning loss and to strengthen the social/emotional support we provide to our youth.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Douglass is excited about the plan that has been established. Not only will the money bolster our MTSS programs in the elementary school, but it will allow us to emulate that same successful model at the high school and middle school. By adding MTSS coordinators/ interventionists for grade levels 6-12, we will have the support in place to review student data to provide and coordinate interventions with students. At the elementary we will be able to provide paraprofessionals to support our current MTSS coordinators/interventionists by providing one-on-one interventions with students in a safe, socially distanced environment. In addition we experienced a spike in our kindergarten enrollment. We attribute some of the cause being parents waiting a year to start kindergarten due to COVID. By adding an additional teacher we will be able to lower and balance our class sizes and better socially distance the students, creating a more safe and effective learning environment. Remaining funds are being planned to provide coverage for our classrooms whose instructors are unable to be there due to COVID related absences as well as additional social/emotional support to our students at the primary level. This will provide additional behavioral interventions and more one-on-one counseling sessions.

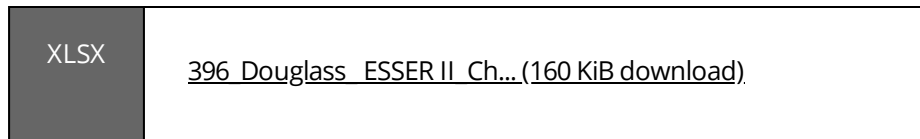
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

By implementing the proposed measures, Douglass School District will be able to quickly see the impact of the ESSER II expenditures due to the data we collect through our very successful MTSS program by not reinventing programs but rather just enhance what we know is already successful. The ESSER II funds will be a big boost to our efforts to correct the learning loss that some of our students have experienced. In addition, the proposed expenditures will enhance our learning systems by focusing on the overall learning of our students while taking pressure off of our classroom teachers, counselors and social worker. Some students come into the classrooms already at a level which makes it difficult for them or their peers to learn, social/emotional support will help our kids on personal and educational levels.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

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A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

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A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing principals and other 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert Reynolds

Date | 01/03/2022

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
396	Douglass F	1/25/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
396-1-001-20220208	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level. (changed allocation from \$60,000 to \$54,000 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 54,000	\$ 54,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$60,000 in SFY 2021
396-1-002-20220208	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students. (only hired 2 paras, changed from \$39,398.40 to \$30,100.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 30,100	\$ 30,100	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$39,398.40 in SFY 2021
396-1-003-20220208	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Kindergarden roundup generated a high number of students coming into the 2021-22 school year. In response the distict is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19. (changed from \$50,000.00 to \$44,000.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 44,000	\$ 44,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$50,000 in SFY 2021

396-1-004-20220208	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms. (only hired 1 para, changed amount from \$32,832.00 to \$15,000.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$32,832 in SFY 2021
396-1-005-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM-Substitutes for teachers who are unable to provide instruction due to being positive or quarantined/excluded due to COVID-19 from the facilities. Douglass USD 396 will offer up to 10 days of COVID leave. The cost of \$56,000 covers the substitute cost to cover the classrooms that are affected.	\$ 56,000	\$ 56,000	\$ -	\$ -	\$ -	95	New Line Item
396-1-006-20220208	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM- Due to COVID-19 related concerns, the district is unable to employ enough substitutes to cover classrooms. Our Elementary is most affected by this and has employed a building, long-term substitute to have come in every day that school is in session to cover any classroom that needs it.	\$ 20,843	\$ 20,843	\$ -	\$ -	\$ -	95	New Line Item

Kansas CommonApp (2020)

2500-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VpPvrjwV

405_Lyons_ESSER II Change_1202

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 405 - Lyons

Applicant / Mailing Address

| 800 S Workman
| Lyons, KS 67554

Applicant / First and Last Name of Owner, CEO, or Executive Director | Bill Day

Applicant / Email Address of Owner, CEO, or Executive Director | bday@usd405.com

Applicant / Phone Number | 6202575196

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0726024

Applicant / Website Address (if applicable) | USD405.com

Applicant / Mission Statement (if applicable)

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

Application details

Full District Name	Unified School District #405-Lyons
District Number	405
Mailing Address Street Address	800 South Workman
Mailing City	Lyons
Mailing Address Zip Code	67554
Authorized Representative of the District Name	Bill Day
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bday@usd405.com
Authorized Representative of the District Phone Number	+16202575196
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jgoforth@usd405.com
Other District Representative 2 Email Address	dstrubhar@usd405.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID created the need for many unplanned expenditures including personal protective equipment, cleaning supplies and equipment, hygiene supplies, touchless faucets and fountains, extra bus routes, Internet access hot-spots for students, and full-time substitute teachers and a full-time substitute custodian, addressing air quality issues, among other expenditures. The learning loss data for Lyons students is very similar to data from across the country. Although we were remote during the final quarter of 2020 and onsite for nearly all of 2020-21, the disruptions of the Spring shutdown, and Fall and Winter quarantines caused much disruption in the normal ebb and ow of teaching and learning. District-wide our reading learning loss was approximately 5% and the math learning loss was approximately 10%. The impact on our special populations was varied, but in general 2-3% lower than their non-identified peers. However, where 72% of our students qualify for free (469 students) or reduced (68 students) lunches, 45% are racial minority (333 students), 20% are ESL (150 students), and 23% are SPED (169 students), the percent of our students in a special population is 90% (665 unduplicated students).

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children with disabilities, which may include assistive technology or adaptive equipment.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district put together an ad-hoc committee of special education and regular education teachers, paras, classified staff, administrators, department heads, parents, and a board member to review the district's ESSER I expenditures and remaining COVID-related needs. The committee developed a priority-ordered list of recommendations for the USD 405 Board of Education to consider. The ordered list included after-school and summer school programming, remote- or hybrid-accessible curriculum, additional health and hygiene equipment, air quality issues, home-based supplies for our PAT program, additional support for our Migrant summer program, remotely available ESL language acquisition software, hot-spots for Internet access for students, substitute teacher and substitute custodian wages, FFCRA wages, mental health support for staff and students, social-emotional learning curriculum and professional development, a nurse assistant, cleaning and sanitizing the district-owned band instruments, hiring an additional teacher to help address learning loss, and air scrubbers or other type of air quality improvement devices. Other needs for which adequate funding does not exist through our regular budget or through ESSER I or ESSER II include additional air quality improvements, such as replacing non-opening windows, replacing ventilation fans, air exchanger improvements, replacing inadequate cleaning equipment, replacing carpet, adding a full-time reading recovery teacher at the elementary level, sanitizing and cleaning of district-owned band instruments, and adding cleaning and hygiene chemicals storage cabinets.

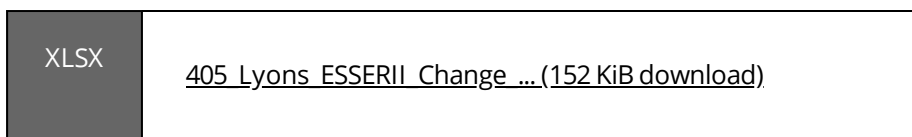
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The greatest impact will be seen in improved assessment scores by recovering a portion of the learning loss through Internet accessible curriculum, after-school programs, and summer programs. Additionally, having a clean and safe environment as well as mental health supports will create a physically and mentally healthier student body and staff with better results in multiple domains.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
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[72 FR 3703, Jan. 25, 2007]

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- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

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A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Bill Day

Date | 12/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
405	Lyons	12/20/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS certified salaries for after school program	\$ 7,573	\$ 6,393	\$ 1,180	\$ -	\$ -	07E10001180000261	Change Request: Previously approved for \$5,000 SFY 2021, 2022, 2023 and 2024. Scrubber is used with disinfecting products to disinfect floors.
405-1-002-20210114	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS classified salaries for after school program	\$ 8,772	\$ 7,523	\$ 1,249	\$ -	\$ -	07E10001210000261	Change Request: Previously approved for \$5,000 SFY 2021, 2022, 2023 and 2024
405-1-003-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS certified salaries for summer school program	\$ 3,850	\$ -	\$ 3,850	\$ -	\$ -	07E10001120000261	Change Request: Previously approved for \$10,000 SFY 2021, 2022, 2023 and 2024
405-1-004-20210114	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS classified salaries for summer school program	\$ 360	\$ -	\$ 360	\$ -	\$ -	07E1000120000261	Change Request: Previously approved for \$10,000 SFY 2021, 2022, 2023 and 2024
405-1-005-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS substitute teacher salaries for staff quarantined/absent-Change Request	\$ 73,203	\$ 17,106	\$ 16,097	\$ 20,000	\$20,000	07E10001150000261	Change Request: Previously approved for \$44,000 SFY 2021, \$22,000 SFY 2022, \$10,000 SFY 2023 and \$10,000 SFY 2024

405-1-006-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS salaries for staff who do temperature checks in mornings	\$ 5,029	\$ 4,224	\$ 805	\$ -	\$ -	07E10001170000261	Change Request: Previously approved for \$7,800 SFY 2021, \$3,900 SFY 2022, \$1,950 SFY 2023 and \$1,950 SFY 2024
405-1-007-20210114	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS health fringe for substitute teachers/temp checkers (prorated)	\$ 13,157	\$ 3,986	\$ 3,171	\$ 3,000	\$ 3,000	07E10002100000261	Change Request: Previously approved for \$10,000 SFY 2021, 2022 and 2023
405-1-008-20210114	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for summer school/after school/subs and temp check salaries	\$ 7,176	\$ 3,276	\$ 1,300	\$ 1,300	\$ 1,300	07E10002200000261	Change Request: Previously approved for \$3,000 SFY 2021, 2022 and 2023
405-1-009-20210114	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for summer school/after school/subs and temp check salaries	\$ 195	\$ 45	\$ 50	\$ 50	\$ 50	07E10002500000261	Change Request: Previously approved for \$20.00 SFY 2021, 2022, 2023, 2024
405-1-010-20210114	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS Matching retirement for temp checkers	\$ 23	\$ 21	\$ 2	\$ -	\$ -	07E10002920000261	Change Request: Previously approved for \$36.00 SFY 2021, 2022, 2023, 2024
405-1-011-20210114	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ -	\$ 5,333	\$ 5,333	\$ 5,334	07E10003200000261	Change Request: Previously approved for \$1,000 SFY 2021, \$5,000 SFY 2022, 2023 and 2024
405-1-012-20210114	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST-BUDGETED AMOUNTS software for ESL students/hot spots for students' homes	\$ 56,271	\$ 6,271	\$ 30,000	\$ 20,000	\$ -	07E10005900000261	Change Request: Previously approved for \$15,000 SFY 2021, \$24,000 SFY 2022 and \$13,562 SFY 2024

405-1-013-20210114	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 10,315	\$ 3,088	\$ 7,227	\$ -	\$ -	07E10006010000261	Change Request: Previously approved for \$50,000 SFY 2021 and 2022
405-1-014-20210114	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for summer school	\$ 298	\$ 62	\$ 236	\$ -	\$ -	07E10006100000261	Change Request: Previously approved for \$3,000 SFY 2021, 2022, 2023 and 2024
405-1-015-20210114	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning & sanitizing of district-owned band instruments	\$ 34,000	\$ -	\$ 11,334	\$ 11,333	\$11,333	07E100061100000261	Change Request: Previously approved for \$17,000 SFY 2021 and 2022
405-1-016-20210114	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for after school program	\$ 752	\$ 752	\$ -	\$ -	\$ -	07E100061200000261	Change Request: Previously approved for \$15,000 SFY 2021 ,2022, 2023 and 2024
405-1-017-20210114	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS equipment, licenses, & PD for distance learning through RUS grant	\$ 1,147	\$ 1,147	\$ -	\$ -	\$ -	07E10007000000261	Change Request: Previously approved for \$17,000 SFY 2021
405-1-018-20210114	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07E213061900000261	Change Request: Previously approved for \$500 SFY 2021 ,2022, 2023 and 2024

405-1-019-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	hiring additional custodian to assist with sanitizing, cleaning	\$ 25,000	\$ 5,544	\$ 19,456	\$ -	\$ -	07E26001220000261	Change Request: Previously approved for \$5,000 SFY 2021, and \$20,000 SFY 2022
405-1-020-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for additional custodian	\$ 7,200	\$ 244	\$ 6,956	\$ -	\$ -	07E26002100000261	Change Request: Previously approved for \$700 SFY 2021 and \$6,500 SFY 2022
405-1-021-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA/FICM for additional custodian	\$ 1,910	\$ 460	\$ 1,450	\$ -	\$ -	07E26002200000261	Approved at the 6/9/2021 State Board Meeting
405-1-022-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for additional custodian	\$ 25	\$ 6	\$ 19	\$ -	\$ -	07E26002500000261	Approved at the 6/9/2021 State Board Meeting
405-1-023-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. 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	CHANGE REQUEST-BUDGETED AMOUNTS indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 3,282	\$ 3,282	\$ -	\$ -	\$ -	07E26004300000261	Change Request: Previously approved for \$7,200 SFY 2021 and \$30,000 SFY 2022
405-1-024-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 29,977	\$ 9,977	\$ 20,000	\$ -	\$ -	07E10001160000261	Change Request: Previously approved for \$10,000 SFY 2021

405-1-025-20210114	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs	\$ 17,654	\$ 9,206	\$ 8,448	\$ -	\$ -	07E10001130000261	Change Request: Previously approved for \$21,405 SFY 2021
405-1-026-20210114	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantine of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.	\$ 1,090	\$ 1,090	\$ -	\$ -	\$ -	07E21006100000261	New Line Item
405-1-027-20210114	Eligible	Direct Allocation	Vehicle Operation	Gasoline	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.	\$ 150	\$ -	\$ 150	\$ -	\$ -	07E27116270018261	New Line Item

405-1-028-20210114	Eligible	Direct Allocation	Other Student Transportation Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS salaries for staff to take tests to Wichita-new item	\$ 270	\$ 56	\$ 214	\$ -	\$ -	06E27 90121 00182 61	New Line Item
405-1-029-20210114	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for salaries for test transport-new item	\$ 19	\$ 4	\$ 15	\$ -	\$ -	06E27 90220 00182 61	New Line Item
405-1-030-20210114	Eligible	Direct Allocation	Other Student Transportation Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for salaries for test transport-new items	\$ 1	\$ -	\$ 1	\$ -	\$ -	06E27 90250 00182 61	New Line Item
405-1-031-20210114	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	13. 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	CHANGE REQUEST-NEW EXPENSE indoor air quality improvements	\$ 431,282	\$ -	\$ 215,641	\$ 215,641	\$ -	07E26 00460 00002 61	New Line Item. Allowable if CDC guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

2460-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pAezyjp

409_Atchison_ESSERII_Change_

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 409 Atchison Public Schools
Applicant / Mailing Address	
626 Commercial St	
Atchison, KS 66002	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Renee Scott
Applicant / Email Address of Owner, CEO, or Executive Director	renee.scott@usd409.net
Applicant / Phone Number	913-360-6500

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0697623
Applicant / Website Address (if applicable)	www.usd409.net
Applicant / Mission Statement (if applicable)	

The mission of the Atchison Public School District shall be to identify and remove all barriers to promote equal opportunities for success by all students

Building Successful Futures: Every Student, Every Day

Belief Statements

We believe all students will learn and succeed.

We believe high levels of learning require strong partnerships among school, parents, and communities.

We believe our students will learn academic as well as social skills and soft skills to be successful.

We believe our schools must provide a safe and caring environment that promotes collaboration and problem-solving.

We believe a successful school must provide a relevant and rigorous curriculum and promote lifelong learning for all.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

PDF	w9.pdf (75 KiB download)
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Applicant / Board Member List (if applicable)

PDF	Board Members.pdf (78 KiB download)
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Fiscal Agent / Name (if applicable) | LORI LANTER
Fiscal Agent / Email (if applicable) | llanter@usd409.net

Fiscal Agent / Mailing Address (if applicable)

626 Commercial St
Atchison, KS 66002

Application details

Full District Name	Atchison Public Schools
District Number	409
Mailing Address Street Address	626 Commercial St
Mailing City	Atchison
Mailing Address Zip Code	66002
Authorized Representative of the District Name	Renee Scott

Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	renee.scott@usd409.net
Authorized Representative of the District Phone Number	+19133606500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	llanter@usd409.net
Other District Representative 2 Email Address	llanter@usd409.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The cost impact on USD 409 was enormous. We lost 72.2FTE resulting in a major negative economic impact to our general fund and anticipated future Title funds. In addition to negative economic impact, our students showed decline academically as well.

Our iReady reading scores showed an increase of 8% of students K-8 reading one or more grade levels below on our winter diagnostics. iReady math scores showed an increase of 6% of students scoring one or more levels below grade level. In addition when comparing math scores to students nationally, our students are 8% lower for students one or more grade levels below. In reading the difference is 17%, a difference of 13% from the previous year. Data attached to specific skills showed students at the beginning or the year at or above the nation on many skills, but a much lower growth rate than compared to the nation by winter. At the high school level, our ACT scores showed a significant drop in all subject areas scoring lower than the state and nation in all areas.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The effects of COVID-19 have exacerbated the discrepancies of teaching and learning at USD 409. iReady data, ACT scores, and our final analysis from Cognia Accreditation reveals some significant needs of both staff and students. All of our ESSER-II funding requests align with the Navigating Next document from KSDE. We will partner with Visible Learning for the next three years to evaluate teacher effectiveness in closing our achievement gap. This support will provide intensive assessment, professional development, and on-site coaching for all staff to solidify tier 1 instruction. A data analyst will provide support to PLCs with multiple data sources aligned to provide the best interventions for students and monitor program effectiveness. Summer school intercessions will be offered to all students grades pre-K through 12. Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies. Incentives are offered for students who regularly attend and show growth. These on-site opportunities will focus on rigorous STEAM inspired lessons, interactive opportunities, provide meals and transportation, and allow for intervention and enrichment. Beginning in the fall of 2021, after school tutoring with transportation as well as a tutoring hotline that will support English, Math, and elementary learners.

Through a partnership with Apple, all staff will be given additional professional development opportunities to effectively utilize technology for lesson integration and transformational learning. Social-Emotional needs will be addressed by partnering with our local mental health clinic to provide hours after work for staff to access a clinical psychologist and by also adding a second clinical psychologist to provide direct support to two additional schools.

High school students will have access to an IPS facilitator who will meet with every junior and senior to address future goals and provide access for student and business/community partnerships.

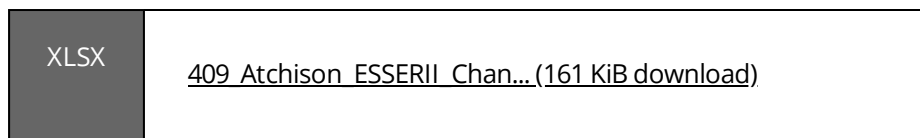
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our plan for continuous improvement and assessment is built into our ESSER II direct allocation. Utilizing a data analyst and a data warehouse, we will continuously monitor the progress and adjust accordingly as well as measure program effectiveness. This assessment will not only be geared towards students who need Tier 2 and intensive Tier 3 supports, but the assessment will also gauge tier 1 instruction. Specifically, our focus at the tier one level will be on essential standards and competencies as well as effective feedback so that instructional strategies are directly aligned with student needs and differentiated accordingly. USD 409 is committed to transparency with our funding, and will vow to use the funds for student improvement, teacher effectiveness, and parent engagement.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lori Lanter

Date | 04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
409	Atchison	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
409-1-001-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer School- Teachers & Coordinators-Hiring 20 teachers for summer school for 5 days a week for a total of 6 weeks. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021. Also includes one hour per week per teacher for planning period.	\$ 76,511	\$ 4,116	\$ 72,395	\$ -	\$ -	73-1000-110-970	Change Request: Previously approved for \$31,000 SFY 2022
409-1-002-20210111	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Substitutes-Cost of substitute teachers at \$110 a day to cover teachers classrooms when teacher is on quarantine/tested positive for Covid.	\$ 5,990	\$ 990	\$ 5,000	\$ -	\$ -	73-1000-111-970	Change Request: Previously approved for \$26,500 SFY 2021
409-1-003-20210111	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	Change Request-After School Tutoring-Teachers-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 teachers.	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -	73-1000-112-970	Change Request: Previously approved for \$17,793 SFY 2022

409-1-004-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-IPS/Transition Coordinator (AHS)-Work with juniors and senior to re-establish workbased learning opportunities lost due to Covid interruptions. Continue to build community/industry/post-secondary training paused during Covid	\$ 64,215	\$ -	\$ 64,215	\$ -	\$ -	73-1000-113-970	Change Request: Previously approved for \$45,000 SFY 2022
409-1-005-20210111	Eligible	Direct Allocation	Instruction	Salaries for Sabbatical Leave	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-COVID-19 created a deficit of hiring qualified teachers. In order to recruit teachers, USD 409 hired 3 contracted long-term substitutes who wish to pursue their teaching license. These hires will not only stay in the district, they help to ensure that educational services can continue to be provided to all students.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	73-1000-116-970	New Line Item
409-1-006-20210111	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-USD 409 is requesting \$460,656.43 for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in two segments, October and March. The additional pay is reasonable and necessary given the following increased job-related duties as set forth in our Safe Return to Schools guidelines approved by the Board of Education and local negotiations during the 2021-2022 school year. This is in response to academic and social-	\$ 460,656	\$ -	\$ 460,656	\$ -	\$ -	73-1000-117-970	New Line Item. The premium pay schedule is based on years of service, and is submitted with the change request.
409-1-007-20210111	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Item-It is imperative that we screen for COVID-19 effectively and efficiently. The hiring of additional staff to assist with temperature checks and additional sanitation is a COVID-19 necessity in order to keep all staff and students safe.	\$ 12,061	\$ 6,458	\$ 5,603	\$ -	\$ -	73-1000-120-970	New Line Item
409-1-008-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer School-Paras-Hiring 15 paraeducators at \$12.00 for summer school for 5 days a week for a total of 6 weeks. Each paraeducator is expected to work 4.5 hours per day. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 11,643	\$ -	\$ 11,643	\$ -	\$ -	73-1000-121-970	Change Request: Previously approved for \$31,500 SFY 2022

409-1-009-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request-After School Tutoring-Paras-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 paraeducators.	\$ 7,088	\$ -	\$ 7,088	\$ -	\$ -	73-1000-122-970	Change Request: Previously approved for \$7,488 SFY 2022
409-1-010-20210111	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	New Item-Health insurance for the Long Term substitute Teachers, IPS Coordinator and Data Analyst.	\$ 24,868	\$ -	\$ 24,868	\$ -	\$ -	73-1000-210-970	New Line Item
409-1-011-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request-Social Security-Employer FICA and FICM for Summer school	\$ 10,695	\$ 492	\$ 10,203	\$ -	\$ -	73-1000-220-970	Change Request: Previously approved for \$9,115.68 SFY 2022
409-1-012-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item-Social Security-Employer FICA and FICM for Teachers After School Tutoring	\$ 2,831	\$ -	\$ 2,831	\$ -	\$ -	73-1000-220-970	New Line Item
409-1-013-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item-Social Security-Employer FICA and FICM for IPS Coordinator	\$ 4,130	\$ -	\$ 4,130	\$ -	\$ -	73-1000-220-970	New Line Item
409-1-014-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item-Social Security-Employer FICA and FICM for Long Term Substitutes	\$ 4,708	\$ -	\$ 4,708	\$ -	\$ -	73-1000-220-970	New Line Item
409-1-015-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item-Social Security-Employer FICA and FICM for Premium Pay	\$ 35,241	\$ -	\$ 35,241	\$ -	\$ -	73-1000-220-970	New Line Item

409-1-016-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item-Social Security-Employer FICA and FICM for Para After School Tutoring	\$ 542	\$ -	\$ 542	\$ -	\$ -	73-1000-220-970	New Line Item
409-1-017-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Change Request-Unemployment-Employer unemployment tax for Summer school	\$ 132	\$ 6	\$ 126	\$ -	\$ -	73-1000-290-970	Change Request: Previously approved for \$781.34 SFY 2022
409-1-018-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	New Item-Unemployment-Employer unemployment tax for Teachers After School Tutoring	\$ 37	\$ -	\$ 37	\$ -	\$ -	73-1000-290-970	New Line Item
409-1-019-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	New Item-Unemployment-Employer unemployment tax for IPS Coordinator	\$ 54	\$ -	\$ 54	\$ -	\$ -	73-1000-290-970	New Line Item
409-1-020-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	New Item-Unemployment-Employer unemployment tax for Long Term Substitutes	\$ 62	\$ -	\$ 62	\$ -	\$ -	73-1000-290-970	New Line Item
409-1-021-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	New Item-Unemployment-Employer unemployment tax for Premium Pay	\$ 490	\$ -	\$ 490	\$ -	\$ -	73-1000-290-970	New Line Item
409-1-022-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	New Item-Unemployment-Employer unemployment tax for Para After School Tutoring	\$ 7	\$ -	\$ 7	\$ -	\$ -	73-1000-290-970	New Line Item

409-1-023-20210111	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New Item-KPERS fees for employing retirees.	\$ 1,946	\$ -	\$ 1,946	\$ -	\$ -	73-1000-292-970	New Line Item. Per applicant, This is the employers portion of KPERS fee assessed to districts that hire retired teachers. However, with such a teacher shortage, this fee is a necessity to reduce classroom sizes.
409-1-024-20210111	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	11A. Planning and implementing summer learning or enrichment programs	Change Request-ACCA Community Summer Partnership- Because of limited staff availability, we will be partnering with community entities to provide engaging activities during our summer programming. Examples: We developed a community partnership with our largest local childcare agency to develop and plan all of the summer field trip experiences for our students. This included activities such as a tour of the new Amelia Eheart aviation museum, local businesses to expose students to career exploration, and access to learn to swim at the YMCA, for just a few examples.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	73-1000-300-970	Change Request: Previously approved for \$20,000 SFY 2021
409-1-025-20210111	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	New Item-COVID-19 has increased stress and anxiety for students and staff. We contracted with Empathia to provide counseling, social services, and access to mental health professionals for staff in response to COVID-19.	\$ 8,069	\$ -	\$ 8,069	\$ -	\$ -	73-1000-301-970	New Line Item
409-1-026-20210111	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Change Request-Strategic Learning and Coaching Through Professional Learning and Application-We often use assessment to measure student growth, but our focus will also be to utilize assessment for teacher and instruction effectiveness. We will be utilizing Visible Learning to provide intensive strategic learning and coaching for all staff and administration. Assessing learning loss and administering and using high quality assessments that are valid and reliable to assist educators in meeting students' academic needs and learning loss. Example: We are assessing our staff instructional strategies so that we can begin to implement evidence-based activities to meet the comprehensive needs of students and address learning loss due to COVID.	\$ 46,839	\$ -	\$ 46,839	\$ -	\$ -	73-1000-330-970	Change Request: Previously approved for \$145,000 SFY 2021

409-1-027-20210111	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Greenbush SIS Services-Provide mentoring, basic support for administrators, certified staff, and support staff as well as three different focus areas of our choosing. As overwhelmed teachers are trying to balance work load and responsibilities, Greenbush services will provide support that we have never utilized before.	\$ 15,695	\$ -	\$ 15,695	\$ -	\$ -	73-1000-330-970	Change Request: Previously approved for \$16,250 SFY 2021
409-1-028-20210111	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	New Item-In order to reduce interrupted learning as a result of COVID-19 active cases and students who are isolated or quarantined, staff is receiving specific training to increase engagement and reduce learning loss.	\$ 72,479	\$ -	\$ 72,479	\$ -	\$ -	73-1000-330-970	New Line Item. Per narrative, Through a partnership with Apple, all staff will be given additional professional development opportunities to effectively utilize technology for lesson integration and transformational learning.
409-1-029-20210111	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item-After a year of interrupted learning due to COVID-19, it was critical that we brought parents into the buildings prior to the start of the school year. In order to do this safely, we staggered the times of these back to school nights and paid staff for their extra time. Because of COVID 19 we recognize the need to share mitigation strategies with families while keeping them safe. Staff agreed to the extra work. This allowed for social distancing and mitigation efforts to reduce the spread of COVID 19 while still involving parents in the educational process.	\$ 698	\$ -	\$ 698	\$ -	\$ -	73-1000-330-970	New Line Item
409-1-030-20210111	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	10. Providing mental health services and supports	New Item-In order for staff to be trained on dealing with social-emotional learning for all students and to identify needs, it is imperative they receive proper training and professional support. COVID 19 has exasperated the needs for imbedded opportunities for social and emotional learning across all content areas.	\$ 8,253	\$ -	\$ 8,253	\$ -	\$ -	73-1000-330-970	New Line Item

409-1-031-20210111	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item-Hot spots are critical to keep students engaged in the learning process while at home due to contracting COVID-19 or being quarantined as the result of an exposure. Many of our students do not have internet access to stay connected to school; the hot spots provide equitable opportunities for uninterrupted learning during the COVID-19 pandemic.	\$ 6,804	\$ 3,699	\$ 3,106	\$ -	\$ -	73-1000-530-970	New Line Item
409-1-032-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Apple Teacher Incentives-Incentives will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.	\$ 9,500	\$ -	\$ 9,500	\$ -	\$ -	73-1000-610-970	Change Request: Previously approved for \$93,000 SFY 2021
409-1-033-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request-Lost Chargers & Cubes-Replace students lost iPad cubes and charging cords while the students were on Quarantine or Remote Learning during April 2020-June 2021.	\$ 11,890	\$ -	\$ 11,890	\$ -	\$ -	73-1000-610-970	Change Request: Previously approved for \$40,000 SFY 2021
409-1-034-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer School Support Materials-In order to increase student engagement, we will ensure necessary materials are provided to all staff and students.	\$ 21,155	\$ -	\$ 21,155	\$ -	\$ -	73-1000-610-970	Change Request: Previously approved for \$25,000 SFY 2021
409-1-035-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer School Incentive-Students-Re-engage student in learning and attract our reluctant learners back to school to received additional instruction to alleviate learning loss	\$ 6,573	\$ -	\$ 6,573	\$ -	\$ -	73-1000-610-970	Change Request: Previously approved for \$13,000 SFY 2022
409-1-036-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Item-Attorney Fees for Covid 19 related topics. We had to develop an MOU due to COVID and the related duties staff would have as a result of the pandemic.	\$ 462	\$ -	\$ 462	\$ -	\$ -	73-1000-610-970	New Line Item

409-1-037-20210111	Eligible	Direct Allocation	Instruction	Office	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Item-PPE is integral to providing a safe learning environment for all students during the pandemic. Masks, cleaning supplies, and hand sanitizers are provided for all staff and students to mitigate COVID-19.	\$ 7,839	\$ -	\$ 7,839	\$ -	\$ -	73-1000-613-970	New Line Item
409-1-038-20210111	Eligible	Direct Allocation	Instruction	Paper	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Item-PPE is integral to providing a safe learning environment for all students during the pandemic. Masks, cleaning supplies, and hand sanitizers are provided for all staff and students to mitigate COVID-19.	\$ 5,696	\$ -	\$ 5,696	\$ -	\$ -	73-1000-614-970	New Line Item
409-1-039-20210111	Eligible	Direct Allocation	Instruction	Property	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item-In order to address learning loss as a result of the COVID-19 pandemic and increase engagement with at-risk learners, STEM purchases were made to encourage participation in after school tutoring and summer programs specific to low-income children, children with disabilities, diverse learners, students identified as homeless and in foster care.	\$ 33,832	\$ -	\$ 33,832	\$ -	\$ -	73-1000-700-970	New Line Item
409-1-040-20210111	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request-Lost iPads-Replace students lost iPads while the students were on Quarantine or Remote Learning during April 2020-June 2021.	\$ 49,343	\$ -	\$ 49,343	\$ -	\$ -	73-1000-730-970	Change Request: Previously approved for \$45,000 SFY 2021
409-1-041-20210111	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Promethan Boards-Promethan provide hands-on technology access for students during centers, direct instruction, and small group instruction. This increases classroom collaboration efforts. Because of COVID 19, students' in-person learning is still interrupted regularly as a result of isolation or quarantine. Our promethean boards allow students who are on remote learning to interact with the entire class simultaneously. Students in the classroom can utilize the promethean board to work problems for the entire class to view, including those who are remoting into the classroom.	\$ 15,793	\$ -	\$ 15,793	\$ -	\$ -	73-1000-730-970	Change Request: Previously approved for \$15,793 SFY 2021
409-1-042-20210111	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	New Item-Unemployment-Employer unemployment tax for Nurses	\$ 24	\$ 8	\$ 16	\$ -	\$ -	73-2100-110-970	New Line Item

409-1-043-20210111	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	New Item-Hiring additional nursing staff has been critical to our response, mitigation, and contact tracing efforts with COVID-19.	\$ 15,741	\$ -	\$ 15,741	\$ -	\$ -	73-2100-120-970	New Line Item
409-1-044-20210111	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	New Item-Social Security-Employer FICA and FICM for Nurses	\$ 1,669	\$ 330	\$ 1,340	\$ -	\$ -	73-2100-220-970	New Line Item
409-1-045-20210111	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Data Analyst-Set up, assemble data from data warehouse, and provide training and support for teachers in data analysis during PLCs. Setup and monitor program effectiveness dashboard	\$ 51,566	\$ -	\$ 51,566	\$ -	\$ -	73-2200-120-970	Change Request: Previously approved for \$61,500 SFY 2022
409-1-046-20210111	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Unemployment-Employer unemployment tax for Data Analyst	\$ 51	\$ -	\$ 51	\$ -	\$ -	73-2200-120-970	Change Request: Previously approved for \$297 SFY 2022
409-1-047-20210111	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Social Security-Employer FICA and FICM for Data Analyst	\$ 3,903	\$ -	\$ 3,903	\$ -	\$ -	73-2200-220-970	Change Request: Previously approved for \$3,465 SFY 2022
409-1-048-20210111	Eligible	Direct Allocation	Academic Student Assessment	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-iReady-Screen, diagnose, provide specific interventions to help alleviate learning loss and monitor student growth	\$ 64,526	\$ 15,695	\$ 48,831	\$ -	\$ -	73-2240-320-970	Change Request: Previously approved for \$57,000 SFY 2022
409-1-049-20210111	Eligible	Direct Allocation	Academic Student Assessment	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Educlimber-Advance Support Setup-Educlimber will help us effectively monitor student interventions and program effectiveness. All of our data will now be housed in one location which will increase access efficiency of multiple data sources for all staff. This will be a primary tool for the data analyst.	\$ 124,739	\$ -	\$ 124,739	\$ -	\$ -	73-2240-320-970	Change Request: Previously approved for \$26,000 SFY 2021

409-1-050-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Technology-Related Repairs and Maintenance	13. 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	AMS Auditorium Sound System/Projector/Screen- Upgrade the Middle School auditorium sound system and add a projector for presentations which allows students and staff to maintain social distance.	\$ 84,427	\$ -	\$ 84,427	\$ -	\$ -	73-2600-432-970	Change Request: Previously approved for \$84,427 SFY 2021
409-1-051-20210111	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request-Applebus-Temp Takers-Our transporation company (AppleBus) employs 6 people to take students temperatures on each route before they are allowed to get on the bus to go to school.	\$ 23,382	\$ 8,042	\$ 15,340	\$ -	\$ -	73-2710-513-970	Change Request: Previously approved for \$34,896 SFY 2021
409-1-052-20210111	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	Change Request-After School Tutoring Transportation-Cost of 3 bus routes for 5 days a week for summer school. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 35,500	\$ -	\$ 35,500	\$ -	\$ -	73-2710-513-970	Change Request: Previously approved for \$27,346 SFY 2022
409-1-053-20210111	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer School Transportation-Our transporation company (AppleBus) charges \$11.74 per day per bus route to do additional cleaning of buses due to Covid	\$ 33,122	\$ -	\$ 33,122	\$ -	\$ -	73-2710-513-970	Change Request: Previously approved for \$25,173 SFY 2022

Kansas CommonApp (2020)

2419-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RgqJpod

436_CaneyValley_ESSER II Plan_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD#436-Caney Valley

Applicant / Mailing Address

| 700 East Bullpup Blvd, Caney, KS 67333

Applicant / First and Last Name of Owner, CEO, or Executive Director | Blake A. Vargas

Applicant / Email Address of Owner, CEO, or Executive Director | vargas@caney.com

Applicant / Phone Number | 6208799200

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | caney valley school district

District Number | 436

Mailing Address Street Address	700 e. bullpup blvd
Mailing City	caney
Mailing Address Zip Code	67333
Authorized Representative of the District Name	Blake A. Vargas
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	vargas@caney.com
Authorized Representative of the District Phone Number	+116208799200
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had a tremendous impact on the district and the overall community here in Caney. Through our data analysis last year, we have seen that students saw a negative impact on academic achievement and retention due to the closing of on site instruction in the Spring of 2020. Our number of students enrolled in the district ranges from 735-750 depending on when the snapshot is taken. We knew it was very important as we returned to on site instruction this fall and were developing our Tier 3 interventions on the academic and social emotional levels for our elementary students in particular who are showing regression due to the COVID Pandemic. As we have seen some students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this necessity to work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students was essential. We have not been able to see a disproportionate or statistical difference in sub groups, outside of our high transient population. Social and emotional impact was evident not only in our students, but the staff as well.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
 Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

A support specialist will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for who are showing regression due to COVID. This position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss. Health Insurance, Medicare, and Unemployment Tax would be included with this cost. The creation of an After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements. Purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss. Academic software such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff. The elementary school has been without a licensed and certified counselor for the past three years, we are adding a halftime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental health services. The district is planning to provide for three extra days for our certified staff, both teachers and administrators in order to address the learning loss, including a comprehensive look at curriculum through our local lens

BYOC, creating new material, developing strategies for lost learning, and planning for the upcoming school year in order to best address the needs of our students. Covid-19 is a deadly virus without proper cleaning and disinfecting the school is at risk for shutdown and/or remote learning. A summer opportunity for our Prek-6 grade will help close the gap and with new resources the district needs professional development to be fully prepared. Finally, we plan to send our leaders to conferences that will also provide valuable training and resources

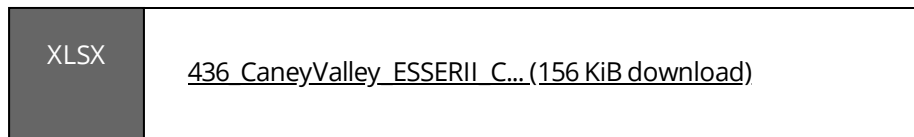
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will track pre and post data in order to directly ascertain the positive impact of these interventions. We will also use surveys as necessary to gauge interventions that are not academic in nature

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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. 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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Blake A. Vargas

Date | 11/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
436	Caney Val	12/6/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
436-1-001-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST - The Support Specialist in USD#436 Caney Valley will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 17,500	\$ -	\$ 17,500	\$ -	\$ -	77-1000-121-000	Change Request- Was approved for \$35,000 in SFY 2022. Need moved to FY2022- Impacts approximately 390 students in grades K-6
436-1-002-20210111	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST -Health Insurance for New Elementary Support Specialist	\$ 3,674	\$ -	\$ 3,674	\$ -	\$ -	77-1000-210-015	Change Request- Was approved for \$7,699 in SFY 2022. Need moved to FY2022- Health Insurance for support specialist
436-1-003-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST -Social Security Tax/Medicare New Elementary Support Specialist	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	77-1000-220-015	Change Request- Was approved for \$3,000 in SFY 2022. Need moved to FY2022- Social Security for support specialist
436-1-004-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST -Unemployment Tax New Elementary Support Specialist	\$ 50	\$ -	\$ 50	\$ -	\$ -	77-1000-260-015	Change Request- Was approved for \$100 in SFY 2022. Need moved to FY2022- Unemployment for support specialist

436-1-005-20210111	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST - After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements in order to close achievement gaps due to Covid.	\$ 23,400	\$ -	\$ 7,800	\$ 7,800	\$ 7,800	77-1000-111-002	Change Request- Was approved for \$7,800 in SFY 2022. Need moved to FY2022- One instructor and the number of kids impacted would be around 100 (our most at-risk)
436-1-006-20210111	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST -In order to provide continued connectivity to our students in USD#436 - the purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss that occurred as a result of the pandemic. Academic software that will also target learning loss such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff in closing the gap created by the pandemic.	\$ 120,000	\$ -	\$ 40,000	\$ 40,000	\$40,000	77-2230-650-000	Change Request-Was approved for \$50,000 in SFY 2022, 2023, and 2024. Removed \$50,000 from SFY2021- Approximately 100 devices and licenses for software (Buying 100 Devices per year to sustain the technology and software).
436-1-007-20210111	Eligible	Direct Allocation	Psychological Services	Regular Certified Salaries	10. Providing mental health services and supports	The elementary school has been without a licensed and certified counselor for the past three years, we are adding a haltime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental health services and supports for children. Goal is to target students who have social emotional concerns due to the impact of COVID. Th	\$ 126,000	\$ -	\$ 42,000	\$ 42,000	\$42,000	77-2140-110-000	Change Request: Removed \$42,000 from SFY 2021-Total students impacted would be around 400
436-1-008-20210111	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST -The district is planning to provide for three extra days for our certified staff, both teachers and administrators in order to address the learning loss among students caused by COVID. This will include a comprehensive look at our curriculum through our local lens of BYOC, as well as creating new material, developing strategies for lost learning, and planning for the upcoming school year in order to best address the needs of our Bullpup Family student body.	\$ 168,000	\$ -	\$ 56,000	\$ 56,000	\$56,000	77-1000-111-000	Change Request: Need moved to FY2022- plan interventions to address the loss we have seen due to the impact of Covid
436-1-009-20210111	Eligible	Direct Allocation	Operation of Buildings	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Covid-19 is a deadly virus that can live on surfaces and without proper cleaning and disinfecting the school is at an increased risk for shutdown and/or remote learning. We want to be proactive about our efforts to clean and sanitize the school facilities.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	77-2610-618-000	Approved at 8/10/2021 State Board Meeting. Removed \$5,000 from SFY 2021-- Supplies for cleaning

436-1-010-20210111	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	USD#436 plans to implement an extended summer opportunity for our Prek-6 grade students that will help close the gap that we have seen present in some students due to the impact of the pandemic.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	77-1000-949-000	Approved at 8/10/2021 State Board Meeting. Removed \$5,000 from SFY 2021-Apprximately 5 teachers and around 200 students estimated. Runs month of June, 4 days a week, all day sessions.
436-1-011-20210111	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Development	3. Providing principals and other school leaders with resources to address individual school needs	Nearpod, Edgenuity, Fastbridge, MobyMax, and NoRed Ink, are all resources that would assist our school leaders in addressing the needs of students that have suffered learning loss due to Covid, but would need professional development in these areas to be fully prepared. In addition, we plan to send out leaders to conferences that will also provide valuable training and resources that can be used to directly aid in the disparity that was caused because of the pandemic.	\$ 30,000	\$ -	\$ 10,000	\$ 10,000	\$10,000	77-2213-946-000	Approved at 8/10/2021 State Board Meeting. Removed \$10,000 from SFY 2021- Approximately 63 teachers will participate in this professional development.
436-1-012-20210111	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Covid Retention Bonus for our Classified staff. With increased difficulties and challenges during this time, it is imperative that we retain staff in order to provide an optimal educational experience for our community.	\$ 37,475	\$ -	\$ 37,475	\$ -	\$ -	77-1000-120-000	New Line Item

Kansas CommonApp (2020)

2575-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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453_Leavenworth_ESSERII_Char

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Leavenworth USD 453

Applicant / Mailing Address

| PO Box 969
| Leavenworth, KS 66048

Applicant / First and Last Name of Owner, CEO, or Executive Director | Beth Mattox

Applicant / Email Address of Owner, CEO, or Executive Director | beth.mattox@lvpioneers.org

Applicant / Phone Number | 9136841400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 486034016

Applicant / Website Address (if applicable) | www.usd453.org

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

Application details

Full District Name	Leavenworth
District Number	453
Mailing Address Street Address	200 N 4th Street
Mailing City	Leavenworth
Mailing Address Zip Code	66048
Authorized Representative of the District Name	Beth Mattox
Authorized Representative of the District Position or Title	Chief Financial Officer
Authorized Representative of the District Email Address	beth.mattox@lvpioneers.org
Authorized Representative of the District Phone Number	+19136841400
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2020-21 school year. According to the SAEBRS teacher rating scale, 22.7% of students scored in the 'some risk' category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the academic area of the assessment. According to the MySAEBRS student rating scale, 39.8% of students scored in the 'some risk' category.

Does the district have remaining ESSER I funding that it has not yet spent as of	No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are taking a STEM camp approach for our grades K-8 and a college schedule for earning credits for our 9-12 students. The goals for this program is to stop or greatly decrease the impact of summer slide, help our remote students adjust to in person instruction again, and allow opportunities for hands-on and social interactions that were limited this year. We will provide student transportation services.

Purchase learning materials for students with learning loss.

Hire 6 elementary teachers, 1 kindergarten teacher, 1 early education interventionist, and 1 MTSS Specialist to accurately assess students' academic progress and provide differentiated classroom instruction to meet students' academic needs.

Hire 1 Extended Learning Program Director to manage all activities related to planning, implementing and monitoring summer learning and supplemental after school programs.

Hire 5 social workers or counselors to provide information connect families to community resources, manage chronic student absenteeism.

Hire 1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress.

Hire 1 ESSER Student Database Applications technician to track chronic student absenteeism.

Hire 8 middle and high school teachers to address and target learning loss in subject areas in which students have fallen behind.

Professional development on addressing chronic absenteeism, improving instruction initiatives and tiered interventions.

Purchase cameras for student transportation for student contact tracing.

Premium pay for employees with increased duties delivering educational services above the normal duty day.

Premium pay for employees with increased duties supporting educational services above normal duty day.

Upgrade HVAC control system for better outside air circulation.

Replace HVAC roof top unit for better outside air circulation and filtering.

Purchase sanitizer, cleaning supplies and solutions to mitigate the virus.

Hire 1 COVID Contact Tracer to assist families identified closecontact

Hire 2 elementary building aides smallgroups

Payment of substitute teacher salaries

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of its ESSER dollars by comparing the 2021 Fall BAS scores for our K-6 students as compared to the 2020 data to determine if the learning loss was as great. Our high school will track credits completed to monitor if we are increasing the number of students on track to graduate with their peers.

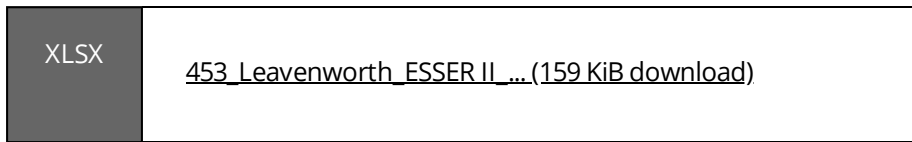
Our district is transitioning our diagnostic screener from iReady to Fast Bridge this August. We anticipate a decrease in chronic student absenteeism rate.

We will create and implement intervention resources and lessons based on SAEBRS identified areas of need and anticipate a decrease in percentage of students in some risk category of SAEBRS.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing principals and other 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Beth Mattox

Date | 12/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District	Data as of
453	Leavenworth	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
453-1-001-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 50 employees	\$ 268,225	\$ -	\$ 268,225	\$ -	\$ -	35-1000-0128-00-0000	Approved at 5/11/2021 State Board
453-1-002-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 40 employees	\$ 126,606	\$ -	\$ 126,606	\$ -	\$ -	35-1000-0123-00-0000	Change Request: Previously approved for \$124,700 SFY 2022. See line 001
453-1-003-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of social security tax for employees working Summer Camp	\$ 38,500	\$ -	\$ 38,500	\$ -	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$51,255 SFY 2022

453-1-004-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-6 elementary teachers x \$45,000 for 1st & 2nd grade to address literacy learning loss, 1 Early Education Interventionist x \$45,000 for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs, 1 elementary teacher for Kindergarten x \$45,000 for small group instruction	\$ 333,000	\$ -	\$ 333,000	\$ -	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$451,000 SFY 2022. 1/25/2022: Per applicant, decrease amount.
453-1-005-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request- Payment of employee benefits, social security tax for 7 employees	\$ 103,000	\$ -	\$ 103,000	\$ -	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$70,000 SFY 2022

453-1-006-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse payment of salaries to staff working additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations 260 teachers x 8 hours x 13 months x \$30 per hour	\$ 811,200	####	\$ -	\$ -	\$ -	35-1000-0115-00-0000	Changed to Riembursement. Amount was approved at the 6/9/2021 State Board Meeting. Original Reviewer notes: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1)Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. This required one-one-one communications with student households on a regular basis, specifically for those of low-income students and/or technology and educational barriers that could result in additional learning loss without an advocate in the home to lead and sustain student learning and engagement. -2)Additional communication and outreach was required on a weekly basis to track student attendance and follow-up with students on missed class periods or to provide assistance and technical support with upload and digital sharing of completed course work. Home contact occurred frequently outside of the hours of the normal duty day. -3)Research, planning and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. -4)The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 2021 had it not been for the willingness and shared responsibility of Kansas educators, specifically in Leavenworth, to work beyond the scope of a typical duty day to take the state's expectation for Navigating Change & Navigating Next and introduce these concepts to a school community, and partner in new ways with families to support their student and stay connected on a daily/weekly basis.
453-1-007-20220208	Eligible	Direct Allocation	Instructor	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse payment of social security tax for staff working additional hours above normal duty day required to plan, prepare, and deliver educational services	\$ 64,900	####	\$ -	\$ -	\$ -	35-1000-0220-00-0000	Changed to Riembursement. Amount was approved at the 6/9/2021 State Board Meeting. See line006

453-1-008-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 MTSS Reading & Math Specialist K-12 to provide Tier 2 & Tier 3 interventions based on assessments of learning loss	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	35-1000-0115-00-0000	Approved at the 6/9/2021 State Board Meeting
453-1-009-20220208	Eligible	Direct Allocation	Instructor	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 1 employee	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	35-1000-0220-00-0000	Approved at the 6/9/2021 State Board Meeting
453-1-010-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs	\$ 72,700	\$ -	\$ 72,700	\$ -	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$68,000 SFY 2022. See line 010

453-1-011-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request- Payment of employee benefits, social security tax for 1 employee	\$ 12,700	\$ -	\$ 12,700	\$ -	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$12,000 SFY 2022
453-1-012-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request- Payment of salaries to staff working supplemental after school programs, small group instruction targeted to address learning loss	\$ 59,998	\$ -	\$ 59,998	\$ -	\$ -	35-1000-0123-00-0000	Change Request: Previously approved for \$92,000 SFY 2022
453-1-013-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Change Request- Payment of social security tax for staff working supplemental after school programs	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$8,000 SFY 2022

453-1-014-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-5 social workers or counselors x \$55,000 to provide information and connect families to community resources and manage chronic student absenteeism	\$ 185,013	\$ -	\$ 185,013	\$ -	\$ -	35-2120-0115-00-0000	Change Request: Previously approved for \$275,000 SFY 2022. Original Reviewer notes: "With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments...." (emphasis added)
453-1-015-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of employee benefits, social security tax for 5 employees	\$ 36,300	\$ -	\$ 36,300	\$ -	\$ -	35-2120-0220-00-0000	Change Request: Previously approved for \$50,000 SFY 2022
453-1-016-20220208	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of student transportation to summer learning program	\$ 113,108	\$ -	\$ 113,108	\$ -	\$ -	35-2700-0513-00-0000	Change Request: Previously approved for \$50,000 SFY 2022. Per applicant, Yes, our original estimate for transportation was too low. Our actual cost for transportation = \$113,108.

453-1-017-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss	\$ 72,000	\$ -	\$ 72,000	\$ -	\$ -	35-2640-0121-00-0000	Approved at the 6/9/2021 State Board Meeting
453-1-018-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-1 ESSER Student Database Applications technician to track chronic student absenteeism, track student academic progress to assist teachers in meeting student academic needs	\$ 36,815	\$ -	\$ 36,815	\$ -	\$ -	35-2640-0123-00-0000	Change Request: Previously approved for \$52,000 SFY 2022. Original Reviewer notes: Request added per applicant's direction. Per narrative, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-019-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request- Payment of employee benefits, social security tax for 2 employees	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	35-2640-0220-00-0000	Change Request: Previously approved for \$22,000 SFY 2022

453-1-020-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-8 middle and high school teachers x \$55,000 for math, english language arts, foreign language, business, credit recovery and english learners to address and target learning loss in subject areas in which middle and high school students have fallen behind	\$ 437,042	\$ -	\$ 437,042	\$ -	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$440,000 SFY 2022
453-1-021-20220208	Eligible	Direct Allocation	Instructor	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of employee benefits, social security tax for 8 employees	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$92,000 SFY 2022
453-1-022-20220208	Eligible	Direct Allocation	Instructor	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of salaries to substitute teachers necessary due to staff members being quarantined	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	35-1000-0118-00-0000	New Line Item

453-1-023-20220208	Eligible	Direct Allocation	Instructor Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Item-2 elementary building aides to assist with small student groups for social distancing	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	35-1000-0123-00-0000	New Line Item. 1/25/2022: Per applicant, decrease amount.	
453-1-024-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-1 COVID Contact Tracer to inform students and parents when identified for quarantine when identified as a close contact	\$ 28,607	\$ -	\$ 28,607	\$ -	\$ -	35-2120-0123-00-0000	New Line Item
453-1-025-20220208	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-1 social worker to provide information and connect families to community resources and manage chronic student absenteeism	\$ 85,000	\$ -	\$ 85,000	\$ -	\$ -	35-2120-0322-00-0000	New Line Item. Per narrative, Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-026-20220208	Eligible	Direct Allocation	Instructor	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Change Request- Payment of indistrict mileage reimbursement to Extended Learning Program Director	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	35-1000-0581-00-0000	New Line Item. See Row 24.

453-1-027-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	Change Request- Payment of indistrict mileage reimbursement to ESSER Technology Implementation Coordinator	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	35-2640-0581-00-0000	New Line Item. See Row 31.
453-1-028-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	New Item-Purchasing additional learning materials for Summer Camp students with learning loss	\$ 8,726	\$ -	\$ 8,726	\$ -	\$ -	35-1000-0611-00-0000	New Line Item
453-1-029-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Item-Payment of professional development on addressing chronic absenteeism, purchasing kits to implement intense interventions	\$ 12,167	\$ -	\$ 12,167	\$ -	\$ -	35-1000-0611-00-0000	New Line Item. See Row 39.

453-1-030-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Item-Purchasing additional sanitizer, cleaning supplies and solutions to mitigate the virus within school buildings	\$ 16,171	\$ -	\$ 16,171	\$ -	\$ -	35-2600-0617-00-0000	New Line Item
453-1-031-20220208	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	New Item-Payment of professional development on improving instruction initiatives and tiered interventions for students with learning loss	\$ 62,500	\$ -	\$ 62,500	\$ -	\$ -	35-1000-0322-00-0000	New Line Item. See Row 39 regarding documented learning loss, and per narrative, Professional development on addressing chronic absenteeism, improving instruction initiatives and tiered interventions.
453-1-032-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Purchase 15 cameras for student transportation for contact tracing of students who are identified as a close contact	\$ 30,198	\$ -	\$ 30,198	\$ -	\$ -	35-2600-0610-00-0000	New Line Item

453-1-033-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 499,895	\$ -	\$ 499,895	\$ -	\$ -	35-1000-0115-00-0000	New Line Item. Per applicant, Yes, our staff has agreed to the increased duties and the premium pay plan is approved by both parties.
453-1-034-20220208	Eligible	Direct Allocation	Instructor	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$10 per day x 97 days	\$ 102,388	\$ -	\$ 102,388	\$ -	\$ -	35-1000-0123-00-0000	New Line Item. See Row 47.
453-1-035-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 22,590	\$ -	\$ 22,590	\$ -	\$ -	35-2100-0123-00-0000	New Line Item. See Row 47.

453-1-036-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 7,530	\$ -	\$ 7,530	\$ -	\$ -	35-2120-0123-00-0000	New Line Item. See Row 47.
453-1-037-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 53,785	\$ -	\$ 53,785	\$ -	\$ -	35-2120-0115-00-0000	New Line Item. See Row 47.
453-1-038-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 21,514	\$ -	\$ 21,514	\$ -	\$ -	35-2130-0124-00-0000	New Line Item. See Row 47.

453-1-039-20220208	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 8,898	\$ -	\$ 8,898	\$ -	\$ -	35-2210-0112-00-0000	New Line Item. See Row 47.
453-1-040-20220208	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 12,561	\$ -	\$ 12,561	\$ -	\$ -	35-2220-0115-00-0000	New Line Item. See Row 47.
453-1-041-20220208	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 4,711	\$ -	\$ 4,711	\$ -	\$ -	35-2220-0123-00-0000	New Line Item. See Row 47.

453-1-042-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 9,276	\$ -	\$ 9,276	\$ -	\$ -	35-2320-0111-00-0000	New Line Item. See Row 47.
453-1-043-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 3,167	\$ -	\$ 3,167	\$ -	\$ -	35-2320-0123-00-0000	New Line Item. See Row 47.
453-1-044-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 3,620	\$ -	\$ 3,620	\$ -	\$ -	35-2320-0126-00-0000	New Line Item. See Row 47.

453-1-045-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 3,845	\$ -	\$ 3,845	\$ -	\$ -	35-2330-0111-00-0000	New Line Item. See Row 47.
453-1-046-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 2,715	\$ -	\$ 2,715	\$ -	\$ -	35-2330-0123-00-0000	New Line Item. See Row 47.
453-1-047-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 35,274	\$ -	\$ 35,274	\$ -	\$ -	35-2400-0112-00-0000	New Line Item. See Row 47.

453-1-048-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$10 per day x 97 days	\$ 12,394	\$ -	\$ 12,394	\$ -	\$ -	35-2400-0123-00-0000	New Line Item. See Row 47.
453-1-049-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 4,053	\$ -	\$ 4,053	\$ -	\$ -	35-2500-0111-00-0000	New Line Item. See Row 47.
453-1-050-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,134	\$ -	\$ 2,134	\$ -	\$ -	35-2500-0121-00-0000	New Line Item. See Row 47.

453-1-051-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 4,481	\$ -	\$ 4,481	\$ -	\$ -	35-2500-0123-00-0000	New Line Item. See Row 47.
453-1-052-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 4,267	\$ -	\$ 4,267	\$ -	\$ -	35-2520-0111-00-0000	New Line Item. See Row 47.
453-1-053-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,134	\$ -	\$ 2,134	\$ -	\$ -	35-2520-0121-00-0000	New Line Item. See Row 47.

453-1-054-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,707	\$ -	\$ 1,707	\$ -	\$ -	35-2520-0123-00-0000	New Line Item. See Row 47.
453-1-055-20220208	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,560	\$ -	\$ 2,560	\$ -	\$ -	35-2820-0126-00-0000	New Line Item. See Row 47.
453-1-056-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,975	\$ -	\$ 2,975	\$ -	\$ -	35-2600-0121-00-0000	New Line Item. See Row 47.

453-1-057-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,489	\$ -	\$ 1,489	\$ -	\$ -	35-2600-0123-00-0000	New Line Item. See Row 47.
453-1-058-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 44,637	\$ -	\$ 44,637	\$ -	\$ -	35-2600-0131-00-0000	New Line Item. See Row 47.
453-1-059-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 4,464	\$ -	\$ 4,464	\$ -	\$ -	35-2610-0135-00-0000	New Line Item. See Row 47.

453-1-060-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 5,207	\$ -	\$ 5,207	\$ -	\$ -	35-2640-0121-00-0000	New Line Item. See Row 47.
453-1-061-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 3,720	\$ -	\$ 3,720	\$ -	\$ -	35-2640-0123-00-0000	New Line Item. See Row 47.
453-1-062-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 11,903	\$ -	\$ 11,903	\$ -	\$ -	35-2640-0126-00-0000	New Line Item. See Row 47.

453-1-063-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,767	\$ -	\$ 2,767	\$ -	\$ -	35-3100-0121-00-0000	New Line Item. See Row 47.
453-1-064-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,152	\$ -	\$ 1,152	\$ -	\$ -	35-3100-0123-00-0000	New Line Item. See Row 47.
453-1-065-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 12,680	\$ -	\$ 12,680	\$ -	\$ -	35-3100-0125-00-0000	New Line Item. See Row 47.

453-1-066-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 6,455	\$ -	\$ 6,455	\$ -	\$ -	35-3100-0126-00-0000	New Line Item. See Row 47.
453-1-067-20220208	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,076	\$ -	\$ 1,076	\$ -	\$ -	35-3300-0121-00-0000	New Line Item. See Row 47.
453-1-068-20220208	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,076	\$ -	\$ 1,076	\$ -	\$ -	35-3300-0123-00-0000	New Line Item. See Row 47.

453-1-069-20220208	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 48,182	\$ -	\$ 48,182	\$ -	\$ -	35-1000-0220-00-0000	New Line Item
453-1-070-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,807	\$ -	\$ 1,807	\$ -	\$ -	35-2100-0220-00-0000	New Line Item
453-1-071-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 4,906	\$ -	\$ 4,906	\$ -	\$ -	35-2120-0220-00-0000	New Line Item

453-1-072-20220208	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,721	\$ -	\$ 1,721	\$ -	\$ -	35-2130-0220-00-0000	New Line Item
453-1-073-20220208	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 712	\$ -	\$ 712	\$ -	\$ -	35-2210-0220-00-0000	New Line Item
453-1-074-20220208	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,382	\$ -	\$ 1,382	\$ -	\$ -	35-2220-0220-00-0000	New Line Item

453-1-075-20220208	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,285	\$ -	\$ 1,285	\$ -	\$ -	35-2320-0220-00-0000	New Line Item
453-1-076-20220208	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 525	\$ -	\$ 525	\$ -	\$ -	35-2330-0220-00-0000	New Line Item
453-1-077-20220208	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 3,813	\$ -	\$ 3,813	\$ -	\$ -	35-2400-0220-00-0000	New Line Item

453-1-078-20220208	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 854	\$ -	\$ 854	\$ -	\$ -	35-2500-0220-00-0000	New Line Item
453-1-079-20220208	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 649	\$ -	\$ 649	\$ -	\$ -	35-2520-0220-00-0000	New Line Item
453-1-080-20220208	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 204	\$ -	\$ 204	\$ -	\$ -	35-2820-0220-00-0000	New Line Item

453-1-081-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 3,928	\$ -	\$ 3,928	\$ -	\$ -	35-2600-0220-00-0000	New Line Item
453-1-082-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 357	\$ -	\$ 357	\$ -	\$ -	35-2610-0220-00-0000	New Line Item
453-1-083-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,667	\$ -	\$ 1,667	\$ -	\$ -	35-2640-0220-00-0000	New Line Item

453-1-084-20220208	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,844	\$ -	\$ 1,844	\$ -	\$ -	35-3100-0220-00-0000	New Line Item
453-1-085-20220208	Eligible	Direct Allocation	Community Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 172	\$ -	\$ 172	\$ -	\$ -	35-3300-0220-00-0000	New Line Item
453-1-086-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Item-Improvements to the controls and distribution of fresh air from the main air supply equipment in the board office HVAC system, our board office hosts students and community meetings	\$ 37,500	\$ -	\$ 37,500	\$ -	\$ -	35-2600-0460-00-0000	New Line Item. Per applicant, One way to battle COVID19 is improvements to the controls to gain better fresh air distribution and indoor air quality. The HVAC system at the Board of education site is operating with old switches and controls that are not very reliable or accurate when it comes to the fresh outside air intake or fan operation. When we had a need such as a public meeting or large student groups, the ability to manage the outside air intake would require a maintenance tech to adjust and then close later to prevent freezing coils. What has been proposed will provide enough controls to operate the fan speed with the necessary CFM of airflow, moderate the outside air intake based on CO2 and humidity in the return air ensuring proper air exchange of the space is met. It will prevent frozen pipes by monitoring discharge air, regulating the fan speed based on CFM requirements downstream, and allowing the system to cycle the fan during off hours as necessary to maintain a high level of fresh outside air while maintaining a comfortable space temp for staff and public use. Overall, by improving these main controls we gain better overall control and response to air circulation, schedules, and air movement through air filters in the system.

453-1-087-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Item-Replace HVAC rooftop unit equipment in at Lawson elementary school to improve air circulation and filtering	\$ 55,623	\$ -	\$ 55,623	\$ -	\$ -	35-2600-0460-00-0000	New Line Item
453-1-088-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Item-Replace stand-alone HVAC controls in at David Brewer elementary school to improve the indoor air quality with control of set-points or dampers effectively	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	35-2600-0460-00-0000	New Line Item

453-1-089-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Item-Improvement to the controls in classrooms at Leavenworth High School to improve the indoor air quality with control of set-points or dampers effectively	\$ 38,400	\$ -	\$ 38,400	\$ -	\$ -	35-2600-0460-00-0000	New Line Item
453-1-090-20220208	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable population	New Item-Purchasing additional virtual school curriculum licenses for students who due to other circumstances as a result of the pandemic are unable to attend school in person	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	35-1000-0611-00-0000	New Line Item

453-1-091-20220208	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-payment of salaries for certified employees who are afflicted by COVID and has no remaining sick leave	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	35-1000-0115-00-0000	1/25/2022: Per applicant, new line item.
453-1-092-20220208	Eligible	Direct Allocation	Instructor	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-payment of salaries for classified employees who are afflicted by COVID and has no remaining sick leave	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	35-1000-0123-00-0000	1/25/2022: Per applicant, new line item.

Kansas CommonApp (2020)

2642-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yrdJgEAw

474_Haviland_ESSER II Plan_0111

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 474

Applicant / Mailing Address

Unified School District 474
P.O. Box 243
Haviland, KS. 67059

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mary Jo Taylor, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | mtaylor@usd474.org

Applicant / Phone Number | 6208625256

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Haviland USD 474

District Number		474
Mailing Address Street Address		400 N Topeka Street, PO Box 243
Mailing City		Haviland
Mailing Address Zip Code		67059
Authorized Representative of the District Name		Mary Jo Taylor
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		mtaylor@usd474.org
Authorized Representative of the District Phone Number		+16208625256
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		kharrison@usd474.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had a financial impact on USD 474 as well as significant learning loss especially for at risk students, and a substantial drop in enrollment and staff turnover.

USD 474 upgraded technology to allow for remote learning and contracted with a local internet provider to provide internet to several "at risk" students who would have otherwise been unable to participate remotely.

Test scores at the younger grade levels demonstrate substantial learning loss due to COVID-19. From fall 2019 to fall 2020, 82% of K-2 students declined in test scores and students who scored "at risk" doubled.

In the 2020-2021 school year 30% of our staff missed a significant number of school days due to quarantine as well as a large number of students. In the 2021-2022 school year, 36% of students have missed 10% of the school days to date due to quarantine. The majority of quarantined students are "at risk". Loss of class time for students and teachers put students at a significant risk for learning loss.

Following the end of the 2019-2020 school year, enrollment dropped by 26%. Based on a district survey, half of those students choose to stay home and continue their education via homeschool specifically due to COVID-19. USD 474 also experienced an unprecedented staff turnover of 61% for the 2021-2022 school year, including several highly qualified teachers.

Our student population is 41.1% at risk (22 students). The disruptions of quarantines, personnel turnover, and the loss of peers put these students at further risk.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing 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.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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

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

Planning for, coordinating, and implementing activies 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Following the upheaval COVID-19 has caused for our student population and staff, USD 474 will use its ESSER II allocation to:
1) Prioritize the retention of its highly qualified teachers to maintain continuity and close the gap of learning that was lost

- 2) Improving airflow in the building which in turn will prevent the spread of COVID-19 and reduce absences due to quarantine
- 3) Hiring a part-time counselor and contracting with a crisis team to provide mental and emotional supports to students which are lacking in the district
- 4) Implementing curriculum and training aimed to specifically address mental and emotional health for younger students most affected by learning loss

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

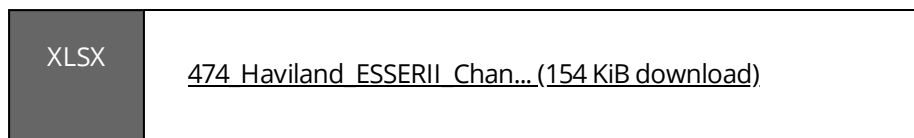
USD 474 will determine the impact of ESSER II expenditures on students by:

- 1) Monitor and evaluate test scores to close the gap of learning that was lost
- 2) Reduction in absences due to quarantine for COVID-19
- 3) Recruitment and retention of highly qualified teachers for 2022-23
- 4) The air quality improvements are in the preschool and gym. We will expect more comfort, better health, and on task learning behaviors from groups using those locations.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mary Jo Taylor

Date | 10/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
474	Haviland	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
474-1-001-20220208	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	USD 474 currently does not have a counselor. USD 474 will hire a part-time counselor to ensure the social/emotional needs of all students are met.	\$ 5,895	\$ -	\$ 5,895	\$ -	\$ -	6	Approved at 5/11/2021 State Board
474-1-002-20220208	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 474 certified staff will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting
474-1-003-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 474 grade school secretary & librarian will be given \$1,000.00 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting

474-1-004-20220208	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The USD 474 clerk and district secretary will be given \$1,000.00 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting
474-1-005-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. 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	USD 474 maintenance/custodians will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	16	Approved at the 11/9/2021 State Board Meeting
474-1-006-20220208	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The USD 474 lead teacher/principal will be given \$1,000 as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting

474-1-007-20220208	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 474 food service will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	24	Approved at the 11/9/2021 State Board Meeting
474-1-008-20220208	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 474 bus mechanic will be given \$1,000 as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting
474-1-009-20220208	Eligible	Direct Allocation	Food Services Operations	Property	13. 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	CHANGE REQUEST - USD 474 will purchase 4 tables to provide larger social distancing space in the school cafeteria.	\$ 8,803	\$ -	\$ 8,803	\$ -	\$ -	24	Change Request: previously approved for \$7,500 SFY 2022

474-1-010-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	CHANGE REQUEST - USD 474 preschool classroom has poor ventilation. The district will install a minisplit in the preschool classroom to improve air quality and circulation for students and staff to mitigate the spread of COVID-19.	\$ 9,120	\$ -	\$ 9,120	\$ -	\$ -	16	Change Request: previously approved for \$6,000 SFY 2022
474-1-011-20220208	Eligible	Direct Allocation	Support Services - General Administration	0	10. Providing mental health services and supports	USD 474 will contract with ESSDACK Crisis Team to provide training to its part time counselor and to provide access to mental health professionals for staff and students in response to COVID-19.	\$ 700	\$ -	\$ 700	\$ -	\$ -	6	Approved at the 11/9/2021 State Board Meeting
474-1-012-20220208	Eligible	Direct Allocation	Support Services (Students)	Other Professional Services	10. Providing mental health services and supports	CHANGE REQUEST - USD 474 will purchase the curriculum Second Step for K-5 to address emotional and social development loss due to COVID-19	\$ 4,728	\$ -	\$ 4,728	\$ -	\$ -	6	Change Request: previously approved for \$6,000 SFY 2022
474-1-013-20220208	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - USD 474 special education teacher and paras will be given \$1,000 prorated by FTE as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,850	\$ -	\$ 2,850	\$ -	\$ -	8	New Line Item. Per narrative, Following the upheaval COVID-19 has caused for our student population and staff, USD 474 will use its ESSER II allocation to: 1) Prioritize the retention of its highly qualified teachers to maintain continuity and close the gap of learning that was lost.

474-1-014-20220208	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 474 has air quality issues in the district gymnasium. The district will upgrade the HVAC system throughout the building to improve air quality and circulation for students and staff to mitigate the spread of COVID-19. An engineer will provide a study to address air quality issues and design a plan to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality pursuant to CDC guidelines.	\$ 38,231	\$ -	\$ 38,231	\$ -	\$ -	16	New Line Item. Per narrative, Following the upheaval COVID-19 has caused for our student population and staff, USD 474 will use its ESSER II allocation to: Improving airflow in the building which in turn will prevent the spread of COVID-19 and reduce absences due to quarantine. Allowable if CDC guidelines are met. Capital Improvement documentation required.
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Kansas CommonApp (2020)

2388-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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480_Liberal_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 480

Applicant / Mailing Address

| PO Box 949
| Liberal, KS 67905

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Carter

Applicant / Email Address of Owner, CEO, or Executive Director | essr480@usd480.net

Applicant / Phone Number | 620-604-1010

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Liberal USD 480

District Number | 480

Mailing Address Street Address	PO Box 949
Mailing City	Liberal
Mailing Address Zip Code	67905
Authorized Representative of the District Name	Dr. Todd Carter
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	todd.carter@usd480.net
Authorized Representative of the District Phone Number	+16206041010
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jerry.clay@usd480.net
Other District Representative 2 Email Address	lana.evans@usd480.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing 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.

Developing and implementing 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, 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 IDEA and ensuring 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 children 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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.

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 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.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other 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.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

MAP Growth is used for academic universal screening and progress monitoring . Other assessment tools and interventions such as Istation, Iready, Lexia, and Reflex Math are used for additional diagnostics and monitoring. The high school will use the TABE Locator as a screener and the full TABE for Tier 3 intervention planning. Personalized learning plans for each student are adjusted on a weekly or biweekly basis. Social-emotional learning data is tracked through student surveys and curriculum assessments. We also track our social worker and counselor contacts with students. Attendance, grades, behavior, parent contacts, and parent engagement are additional measures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

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(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

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Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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.

Providing 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.

Developing and implementing 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.

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.

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 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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Todd Carter

Date | 11/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
480	Liberal	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
480-1-001-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 61 staff - 20 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 407,561	\$ 132,061	\$ 73,000	\$ 135,000	\$67,500	46-02-1000-1110-00	Change Request. Previously approved for \$132,061 SFY 2021 and \$44,903 SFY 2022. Per applicant, Summer school requests reflect additional year requests after reviewing 2021 costs and effectiveness.
480-1-002-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 4 Staff - 18 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 24,400	\$ 5,400	\$ 8,000	\$ 8,000	\$ 3,000	46-02-1000-1212-00	Change Request. Previously approved for \$5,400 SFY 2021

480-1-003-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 33,016	\$ 10,516	\$ 6,000	\$ 11,000	\$ 5,500	46-02-1000-2200-00	Change Request. Previously approved for \$10,515.77 SFY 2021
480-1-004-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 576	\$ 206	\$ 100	\$ 200	\$ 70	46-02-1000-2500-00	Change Request. Previously approved for \$206.19 SFY 2021
480-1-005-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-02-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-006-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 6,000	\$ 500	\$ 2,500	\$ 2,000	\$ 1,000	46-02-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021
480-1-007-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,250	\$ 750	\$ 3,500	\$ -	\$ -	46-02-2600-6180-00	Change Request. Previously approved for \$750 SFY 2021
480-1-008-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility service s.e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 750	\$ 500	\$ -	\$ 250	\$ -	46-02-2600-6210-00	Change Request. Previously approved for \$500 SFY 2021
480-1-009-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-02-2600-6220-00	Approved at the 6/9/2021 State Board Meeting

480-1-010-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 12 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 137,500	\$ 40,000	\$ 30,000	\$ 45,000	\$22,500	46-03-1000-1110-00	Change Request. Previously approved for \$40,000 SFY 2021
480-1-011-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 9 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 26,475	\$ 11,475	\$ 2,000	\$ 9,000	\$ 4,000	46-03-1000-1212-00	Change Request. Previously approved for \$11,475 SFY 2021
480-1-012-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 12,538	\$ 3,938	\$ 2,500	\$ 4,100	\$ 2,000	46-03-1000-2200-00	Change Request. Previously approved for \$3,937.84 SFY 2021

480-1-013-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 227	\$ 77	\$ 30	\$ 80	\$ 40	46-03-1000-2500-00	Change Request. Previously approved for \$77.21 SFY 2021
480-1-014-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-03-1000-6190-49	Approved at the 6/9/2021 State Board Meeting
480-1-015-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff - June 16 days Coordinator for summer learning and enrichment	\$ 15,000	\$ 4,000	\$ 3,500	\$ 5,000	\$ 2,500	46-03-2400-1110-00	Change Request. Previously approved for \$4,000 SFY 2021

480-1-016-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,320	\$ 1,320	\$ -	\$ -	\$ -	46-03-2400-1211-00	Approved at the 6/9/2021 State Board Meeting
480-1-017-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,132	\$ 407	\$ 200	\$ 375	\$ 150	46-03-2400-2200-00	Change Request. Previously approved for \$406.98 SFY 2021
480-1-018-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20	\$ 8	\$ 2	\$ 7	\$ 3	46-03-2400-2500-00	Change Request. Previously approved for \$7.98 SFY 2021

480-1-019-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 7,500	\$ 500	\$ 3,000	\$ 2,500	\$ 1,500	46-03-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021
480-1-020-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,250	\$ 750	\$ 3,500	\$ -	\$ -	46-03-2600-6180-00	Change Request. Previously approved for \$750 SFY 2021
480-1-021-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-6210-00	Approved at the 6/9/2021 State Board Meeting
480-1-022-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 15,000	\$ 10,000	\$ -	\$ 5,000	\$ -	46-03-2600-6220-00	Change Request. Previously approved for \$10,000 SFY 2021

480-1-023-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 16 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 228,134	\$ 51,134	\$ 63,500	\$ 76,000	\$37,500	46-04-1000-1110-00	Change Request. Previously approved for \$51,134 SFY 2021
480-1-024-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 17 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 45,063	\$ 20,563	\$ 2,000	\$ 15,000	\$ 7,500	46-04-1000-1212-00	Change Request. Previously approved for \$20,563 SFY 2021

480-1-025-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20,985	\$ 5,485	\$ 5,000	\$ 7,000	\$ 3,500	46-04-1000-2200-00	Change Request. Previously approved for \$5,484.82 SFY 2021
480-1-026-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 368	\$ 108	\$ 55	\$ 135	\$ 70	46-04-1000-2500-00	Change Request. Previously approved for \$107.55 SFY 2021
480-1-027-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-04-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-028-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,500	\$ 2,800	\$ 4,200	\$ 5,000	\$ 2,500	46-04-2400-1110-00	Change Request. Previously approved for \$2,800 SFY 2021
480-1-029-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	46-04-2400-1211-00	Approved at the 6/9/2021 State Board Meeting
480-1-030-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,129	\$ 329	\$ 200	\$ 400	\$ 200	46-04-2400-2200-00	Change Request. Previously approved for \$328.95 SFY 2021

480-1-031-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment and Competency	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20	\$ 6	\$ 4	\$ 7	\$ 3	46-04-2400-2500-00	Change Request. Previously approved for \$6.45 SFY 2021
480-1-032-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 7,500	\$ 500	\$ 3,250	\$ 2,500	\$ 1,250	46-04-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021
480-1-033-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,250	\$ 750	\$ 3,500	\$ -	\$ -	46-04-2600-6180-00	Change Request. Previously approved for \$750 SFY 2021
480-1-034-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility service e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-6210-00	Approved at the 6/9/2021 State Board Meeting

480-1-035-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 15,000	\$ 10,000	\$ -	\$ 5,000	\$ -	46-04-2600-6220-00	Change Request. Previously approved for \$10,000 SFY 2021
480-1-036-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 7 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 75,000	\$ 19,000	\$ 18,500	\$ 25,000	\$12,500	46-07-1000-1110-00	Change Request. Previously approved for \$19,000 SFY 2021 and \$17,000 SFY 2022
480-1-037-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June- 9 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 52,000	\$ 9,000	\$ 17,000	\$ 17,500	\$ 8,500	46-07-1000-1212-00	Change Request. Previously approved for \$9,000 SFY 2021 and \$8,000 SFY 2022

480-1-038-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 9,708	\$ 2,142	\$ 2,716	\$ 3,200	\$ 1,650	46-07-1000-2200-00	Change Request. Previously approved for \$2,142 SFY 2021 and \$1,912.50 SFY 2022
480-1-039-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 170	\$ 42	\$ 53	\$ 60	\$ 15	46-07-1000-2500-00	Change Request. Previously approved for \$42.00 SFY 2021 and \$37.50 SFY 2022
480-1-040-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change request Instructional materials for summer learning and enrichment	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-07-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-041-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 17,750	\$ 4,250	\$ 4,250	\$ 6,250	\$ 3,000	46-07-2400-1110-00	Change Request. Previously approved for \$4,250 SFY 2021 and \$4,250 SFY 2022
480-1-042-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 10,000	\$ 1,000	\$ 3,500	\$ 3,500	\$ 2,000	46-07-2400-1211-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022

480-1-043-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,120	\$ 402	\$ 593	\$ 725	\$ 400	46-07-2400-2200-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022
480-1-044-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 38	\$ 8	\$ 12	\$ 14	\$ 4	46-07-2400-2500-00	Change Request. Previously approved for \$7.88 SFY 2021 and \$7.88 SFY 2022
480-1-045-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 4,250	\$ 500	\$ 1,500	\$ 1,500	\$ 750	46-07-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022

480-1-046-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-07-2600-6180-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2023
480-1-047-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6210-00	Approved at the 6/9/2021 State Board Meeting
480-1-048-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-07-2600-6220-00	Approved at the 6/9/2021 State Board Meeting
480-1-049-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June 7 staff, 12 days and July 5 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 84,250	\$ 18,000	\$ 24,250	\$ 28,000	\$14,000	46-08-1000-1110-00	Change Request. Previously approved for \$1,800 SFY 2021 and \$1,800 SFY 2022

480-1-050-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June 5 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 30,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 5,000	46-08-1000-1212-00	Change Request. Previously approved for \$5,000 SFY 2021 and \$7,000 SFY 2022
480-1-051-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 8,730	\$ 1,760	\$ 2,620	\$ 2,900	\$ 1,450	46-08-1000-2200-00	Change Request. Previously approved for \$1,759.50 SFY 2021 and \$1,453.50 SFY 2022

480-1-052-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 156	\$ 35	\$ 51	\$ 50	\$ 20	46-08-1000-2500-00	Change Request. Previously approved for \$34.50 SFY 2021 and \$28.50 SFY 2022
480-1-053-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment	\$ 8,000	\$ 2,000	\$ 2,000	\$ 3,000	\$ 1,000	46-08-1000-6190-49	Change Request. Previously approved for \$2,000 SFY 2021 and \$2,000 SFY 2022
480-1-054-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,800	\$ 3,300	\$ 4,000	\$ 5,000	\$ 2,500	46-08-2400-1110-00	Change Request. Previously approved for \$3,300 SFY 2021 and \$3,300 SFY 2022

480-1-055-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 750	46-08-2400-1211-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,100 SFY 2022
480-1-056-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL,	\$ 1,481	\$ 329	\$ 402	\$ 500	\$ 250	46-08-2400-2200-00	Change Request. Previously approved for \$328.95 SFY 2021 and \$336.60 SFY 2022
480-1-057-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 26	\$ 6	\$ 8	\$ 7	\$ 5	46-08-2400-2500-00	Change Request. Previously approved for \$6.45 SFY 2021 and \$6.60 SFY 2022

480-1-058-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-4110-00	Approved at the 6/9/2021 State Board Meeting
480-1-059-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-08-2600-6180-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022
480-1-060-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-6210-00	Approved at the 6/9/2021 State Board Meeting
480-1-061-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	46-08-2600-6220-00	Change Request. Previously approved for \$5,000 SFY 2021 and \$5,000 SFY 2022

480-1-062-20210111	Eligible	Direct Allocation	Instructor	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 7 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 111,750	\$ 18,000	\$ 37,500	\$ 37,500	\$18,750	46-11-1000-1110-00	Change Request. Previously approved for \$18,000 SFY 2021 and \$18,000 SFY 2022
480-1-063-20210111	Eligible	Direct Allocation	Instructor	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 45,000	\$ 8,000	\$ 14,500	\$ 15,000	\$ 7,500	46-11-1000-1212-00	Change Request. Previously approved for \$8,000 SFY 2021 and \$8,000 SFY 2022

480-1-064-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 11,977	\$ 1,377	\$ 4,250	\$ 4,250	\$ 2,100	46-11-1000-2200-00	Change Request. Previously approved for \$1,377 SFY 2021 and \$1,377 SFY 2022
480-1-065-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 212	\$ 12	\$ 80	\$ 80	\$ 40	46-11-1000-2500-00	Change Request. Previously approved for \$12.00 SFY 2021 and \$12.00 SFY 2022
480-1-066-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-11-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-067-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 9,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	46-11-2400-1110-00	Change Request. Previously approved for \$3,000 SFY 2021 and \$3,000 SFY 2022
480-1-068-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7,250	\$ 1,000	\$ 2,500	\$ 2,500	\$ 1,250	46-11-2400-1211-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022

480-1-069-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,256	\$ 306	\$ 350	\$ 400	\$ 200	46-11-2400-2200-00	Change Request. Previously approved for \$306 SFY 2021 and \$306 SFY 2022
480-1-070-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 22	\$ 6	\$ 8	\$ 6	\$ 2	46-11-2400-2500-00	Change Request. Previously approved for \$6.00 SFY 2021 and \$6.00 SFY 2022
480-1-071-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-4110-00	Approved at the 6/9/2021 State Board Meeting
480-1-072-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-11-2600-6180-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022

480-1-073-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility service s.e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-6210-00	Approved at the 6/9/2021 State Board Meeting
480-1-074-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 16,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 1,500	46-11-2600-6220-00	Change Request. Previously approved for \$5,000 SFY 2021 and \$5,000 SFY 2022
480-1-075-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 75,000	\$ 20,000	\$ 17,500	\$ 25,000	\$12,500	46-27-1000-1110-00	Change Request. Previously approved for \$20,000 SFY 2021 and \$16,000 SFY 2022

480-1-076-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 6 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 44,500	\$ 6,000	\$ 16,000	\$ 15,000	\$ 7,500	46-27-1000-1212-00	Change Request. Previously approved for \$6000 SFY 2021 and \$7000 SFY 2022
480-1-077-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 9,102	\$ 1,989	\$ 2,563	\$ 3,050	\$ 1,500	46-27-1000-2200-00	Change Request. Previously approved for \$1,989 SFY 2021 and \$1,759.5 SFY 2022

480-1-078-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 163	\$ 33	\$ 40	\$ 60	\$ 30	46-27-1000-2500-00	Change Request. Previously approved for \$32.98 SFY 2021 and \$26.64 SFY 2022
480-1-079-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-27-1000-6190-49	Approved at the 6/9/2021 State Board Meeting
480-1-080-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,250	\$ 3,000	\$ 3,750	\$ 5,000	\$ 2,500	46-27-2400-1110-00	Change Request. Previously approved for \$3,000 SFY 2021 and \$3,000 SFY 2022

480-1-081-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,550	\$ 1,000	\$ 1,300	\$ 1,500	\$ 750	46-27-2400-1211-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022
480-1-082-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,442	\$ 306	\$ 386	\$ 500	\$ 250	46-27-2400-2200-00	Change Request. Previously approved for \$306 SFY 2021 and \$306 SFY 2022

480-1-083-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 26	\$ 6	\$ 8	\$ 10	\$ 2	46-27-2400-2500-00	Change Request. Previously approved for \$6 SFY 2021 and \$6 SFY 2022
480-1-084-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 1,800	\$ 500	\$ 500	\$ 600	\$ 200	46-27-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022
480-1-085-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-27-2600-6180-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022
480-1-086-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-6210-00	Approved at the 6/9/2021 State Board Meeting

480-1-087-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	46-27-2600-6220-00	Change Request. Previously approved for \$5,000 SFY 2021 and \$5,000 SFY 2022
480-1-088-20210111	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff - 12 days, July - 5 staff - 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 89,000	\$ 21,000	\$ 23,000	\$ 30,000	\$15,000	46-28-1000-1110-00	Change Request. Previously approved for \$21,000 SFY 2021 and \$14,000 SFY 2022
480-1-089-20210111	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 48,000	\$ 8,000	\$ 16,000	\$ 16,000	\$ 8,000	46-28-1000-1212-00	Change Request. Previously approved for \$8,000 SFY 2021 and \$6,000 SFY 2022

480-1-090-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 10,452	\$ 2,219	\$ 2,984	\$ 3,500	\$ 1,750	46-28-1000-2200-00	Change Request. Previously approved for \$2,218 SFY 2021 and \$1,530 SFY 2022
480-1-091-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 152	\$ 44	\$ 59	\$ 50	\$ -	46-28-1000-2500-00	Change Request. Previously approved for \$43.50 SFY 2021 and \$30 SFY 2022
480-1-092-20210111	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-28-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-093-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,500	\$ 3,000	\$ 4,000	\$ 5,000	\$ 2,500	46-28-2400-1110-00	Change Request. Previously approved for \$3,000 SFY 2021 and \$3,000 SFY 2022
480-1-094-20210111	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 9,500	\$ 1,000	\$ 4,000	\$ 3,000	\$ 1,500	46-28-2400-1211-00	Change Request. Previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022

480-1-095-20210111	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,818	\$ 306	\$ 612	\$ 600	\$ 300	46-28-2400-2200-00	Change Request. Previously approved for \$306 SFY 2021 and \$306 SFY 2022
480-1-096-20210111	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 33	\$ 6	\$ 12	\$ 10	\$ 5	46-28-2400-2500-00	Change Request. Previously approved for \$6.00 SFY 2021 and \$6.00 SFY 2022
480-1-097-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 1,200	\$ 500	\$ 500	\$ 200	\$ -	46-28-2600-4110-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022
480-1-098-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-28-2600-6180-00	Change Request. Previously approved for \$500 SFY 2021 and \$500 SFY 2022

480-1-099-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-6210-00	Approved at the 6/9/2021 State Board Meeting
480-1-100-20210111	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	46-28-2600-6220-00	Change Request. Previously approved for \$5,000 SFY 2021 and \$5,000 SFY 2022
480-1-101-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-02-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022

480-1-102-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-02-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-103-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-02-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022
480-1-104-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-03-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022

480-1-105-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-03-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-106-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-03-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-107-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-04-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-108-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-04-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-109-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-04-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-110-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-07-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-111-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-07-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-112-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-07-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-113-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-08-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-114-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-08-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-115-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-08-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-116-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-11-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-117-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-11-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-118-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-11-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-119-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-27-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-120-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-27-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-121-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-27-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-122-20210111	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-28-1000-1212-00	Change Request. Previously approved for \$15,000 SFY 2022
480-1-123-20210111	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-28-1000-2200-00	Change Request. Previously approved for \$1,147.50 SFY 2022
480-1-124-20210111	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-28-1000-2500-00	Change Request. Previously approved for \$22.50 SFY 2022

480-1-125-20210111	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Change Request 1 Nurse for 178 days Addressing unique needs of low income students.	\$ 130,000	\$ -	\$ 65,000	\$ 65,000	\$ -	46-31-2100-1110-00	Change Request. Previously approved for \$65,000 SFY 2022. Previously from applicant, The nurse will assist with coordinating a health services program including nursing care and health education for our most disadvantaged students and families. The services provided by the nurse are part of our plan to open and sustain the safe operation of schools by addressing the health impacts of COVID-19.
480-1-126-20210111	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Addressing unique needs of low income students.	\$ 9,945	\$ -	\$ 4,973	\$ 4,973	\$ -	46-31-2100-2200-00	Change Request. Previously approved for \$4,972.50 SFY 2022
480-1-127-20210111	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Addressing unique needs of low income students.	\$ 195	\$ -	\$ 98	\$ 98	\$ -	46-31-2100-2500-00	Change Request. Previously approved for \$97.50 SFY 2022

480-1-128-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 98,396	\$ 98,396	\$ -	\$ -	\$ -	46-07-1000-6190-49	Approved at the 6/9/2021 State Board Meeting
480-1-129-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 4,045	\$ 4,045	\$ -	\$ -	\$ -	46-08-1000-6190-49	Approved at the 6/9/2021 State Board Meeting

480-1-130-20210111	Eligible	Direct Allocation	Instruction	Out-of-District Travel	10. Providing mental health services and supports	ASCA Conference - Supports counselors and administrators in development and implementation of mental health MTSS process	\$ 9,340	\$ -	\$ 9,340	\$ -	\$ -	46-31-1000-5820-00	Approved at the 6/9/2021 State Board Meeting
480-1-131-20210111	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Change Request Data Warehouse - district-wide data support for academic, social-emotional, and mental health MTSS	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	46-31-1000-7390-07	Change Request. Previously approved for \$85,000 SFY 2022
480-1-132-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Provides authentic Spanish text to enhance language learning for our ELL students. Our ELL population was greatly impacted by loss of learning during remote learning. These libraries expose our students to real world context, which will help their development of oral language, and improve their overall vocabulary acquisition and comprehension development.	\$ 60,675	\$ 60,675	\$ -	\$ -	\$ -	46-31-1000-6190-00	Change Request. Previously approved for \$67,141 SFY 2021

480-1-133-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 64,957	\$ -	\$ 64,957	\$ -	\$ -	46-07-1000-6190-00	New Line Item. Per narrative, The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups. ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. Per applicant, The math program request improves our ability to address learning loss of our students in level 1 and 2 on the state and MAP assessments. During the pandemic, we have seen a 17% increase in students performing at level 1. The interventions and progress monitoring in the math program assist teachers and paraprofessionals in improving personalized learning for these students. 12/1/2021, Rows 147-151 represent requests for various elementary schools, with Row 151 representing a Tier III process for math. Per applicant, Row 147 MacArthur - \$64,957 - I Ready \$63,000 Manipulatives - \$1,957: This program provides the instructional support and technology needed for assessing each student's progress, proficiency, and mastery, identifying the learning gaps that must be addressed. The manipulatives target a small number of key concepts our lowest performing students have struggled with during the pandemic.
480-1-134-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 59,407	\$ -	\$ 59,407	\$ -	\$ -	46-08-1000-6190-00	New Line Item. See Row 147. 12-1-2021: Per applicant, Row 148 Prairie View \$59,407 - Dreambox \$36,860 Manipulatives - \$22,546: This program provides teachers a technology supported process to measure students' academic progress and identify learning gaps requiring Tier II interventions. The manipulative kits are tailored to the program. Student learning data has demonstrated that building students' confidence by giving them a way to test and confirm their reasoning is key to accelerating learning. These manipulatives provide students with physical evidence of how their thinking works, increasing the depth of understanding and connection to previous learning.
480-1-135-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 3,102	\$ -	\$ 3,102	\$ -	\$ -	46-11-1000-6190-00	New Line Item. See Row 147. 12-1-2021: Per applicant, Row 149 Meadowlark - 3,102 - Manipulatives: Meadowlark is continuing to research the best process for addressing learning loss for their students in math and at this time has not selected a math intervention support tool. They have identified common math concepts requiring additional manipulatives to support students in the physical modeling of their thinking while solving math problems.

480-1-136-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 83,774	\$ -	\$ 83,774	\$ -	\$ -	46-27-1000-6190-00	New Line Item. See Row 147. 12-1-2021: Per applicant, Row 150 Cottonwood \$83,774 - I Ready \$63,000 Manipulatives - \$20,774: This program provides the instructional support and technology needed for assessing each student's progress, proficiency, and mastery, identifying the learning gaps that must be addressed. The manipulative kits are tailored to the program. Student learning data has demonstrated that building students' confidence by giving them a way to test and confirm their reasoning is key to accelerating learning. These manipulatives provide students with physical evidence of how their thinking works, increasing the depth of understanding and connection to previous learning.
480-1-137-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	46-31-1000-6190-00	New Line Item. See Row 147. 12-1-2021: Per applicant, Row 151 Bridges - \$50,000: The K-5 schools are implementing a Tier III process for math supported by this program which provides progress monitoring and instructional support for students pertaining to the needed skill set.
480-1-138-20210111	Eligible	Direct Allocation	Support Services - Instruction	Books	12. Addressing learning loss among students, including vulnerable populations	New Item Learning loss has created the need of books for students reading below grade level and books addressing social and emotional needs.	\$ 147,000	\$ -	\$ 147,000	\$ -	\$ -	46-31-2200-6410-00	New Line Item. 12-1-2021: Per applicant, Row 152 Library Books - \$147,000 The elementary PreK-5 beginning readers, picture books, and social-emotional chapter books average out to \$17.00 per book. The number of books requested by the elementary schools works out to the following: Bright Start Pre-K Center \$10,000.00 - 588 books; Cottonwood Elementary School \$15,000.00 - 882 books.; MacArthur Elementary School \$15,000.00 - 882 books; Meadowlark Elementary School \$12,000.00 - 705 books; Prairie View Elementary School \$17,000.00 - 1000 books; Sunflower Elementary School \$18,000.00 - 1058 books; Eisenhower Middle School - \$20,000 - 1,250 books; Seymour Rogers Middle School - \$20,000 - 1,250 books; Liberal High School - \$20,000 - 1,250 books. The learning loss that has occurred through Covid and quarantine has created a need for more beginning readers and high/low books for students reading below grade level to address learning loss. We are using a Lexile Scale or Accelerated Reader level to help determine the book level and whether it will be simple enough for our students. Lexile books are assigned a level from BR to 1400 on the Lexile Scale with BR representing books with one-three words per page up to 1400 which is over 12th grade. We are aiming for books with a Lexile of BR to 560 which is equivalent to the end of second grade. If a book uses an Accelerated Reader level, we are looking for books from .3 (a few words per page) to 2.9 which is the end of second grade. Due to emotional stress caused by the pandemic, a larger variety of books that address social and emotional needs such as jobs, housing, and food insecurity, poverty, migrants, isolation, family separation, and discrimination are required for teacher and student use. We are needing a larger percentage of social-emotional books at a second-grade reading level and below because so many students are at a lower reading level. High/low books offer engaging age-appropriate subject matter at a low reading level for struggling readers. High/low books can help build reading fluency, vocabulary, background knowledge, and interest in reading. High interest/low reading level books can motivate struggling readers by providing books on topics that their peers are reading, but targeted toward their reading level and ability. More bilingual/non-English material is needed to help facilitate the acquisition of additional languages and improve language skills. Children that grow up with more than one language, need constant exposure to both languages. Bilingual/non-English material also helps enhance reading enjoyment and literacy.

480-1-139-20210111	Eligible	Direct Allocation	Instruction	Professional Employment Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	New Item Professional development and implementation strategies for teachers and administrators addressing dual language ELL students reading below grade level.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	46-31-1000-3280-00	New Line Item. Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.
480-1-140-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Program to evaluate ELL students on their level of reading and understanding the English language	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	46-31-1000-6190-00	New Line Item. See Row 153.
480-1-141-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Action Based Learning Labs shows students learn better when they have physical activity and movement breaks throughout the day. Students engaged in Action Based Learning show improved memory retention, increased focus and improved grades.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	46-07-1000-6190-00	New Line Item. See Row 153. Per narrative, The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups. 12-1-2021: Per applicant, Row 155 MacArthur \$100,000 - Action Based Learning Labs. Stuck at home due to the pandemic, children spent excessive time in front of screens, from TVs to smartphones to tablets. Online activity on children's devices doubled in the early days of the pandemic. While the prevalence of technology affords opportunities for education and social connection, its increased usage presents unique challenges to children's physical and mental health and development — challenges that COVID has exacerbated. In order to remedy the effects that increased technology usage brought on during the shutdown, we would like to implement action based learning into our classrooms. Research shows that students learn better, behave better, and are socially more successful when they have physical activity and movement breaks throughout the school day. Benefits of implementing action based learning within a school day include: Ability to focus for longer periods of time; Increased confidence & lower test taking anxiety; Increased ability to problem solve; Improved memory, recall & problem solving ability

480-1-142-20210111	Eligible	Direct Allocation	Instruction	Other Equipment	12. Addressing learning loss among students, including vulnerable populations	New Item Flexible seating gives students the ability to control their physical movement in a way that works best for them to stay engaged and focused	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	46-07-1000-7390-00	New Line Item. See Rows 153 and 155. 12-1-2021: Per applicant, Row 156 MacArthur \$20,000 flexible seating Due to learning loss during the pandemic, we have researched best ways to keep students academically and cognitively engaged. Flexible seating gives students the ability to control their physical environment in a way that works best for them. With a choice of seating options, students gain greater flexibility and control of their surroundings giving them the autonomy to stay engaged and focused. This leads to increased student engagement which is linked to higher motivation and academic performance, as well as improved behavior.
480-1-143-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Lexia English Language Development to help bilingual students acquire higher levels of English proficiency	\$ 11,150	\$ -	\$ 11,150	\$ -	\$ -	46-03-1000-6190-00	New Line Item. Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.
480-1-144-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Lexia English Language Development to help bilingual students acquire higher levels of English proficiency	\$ 11,150	\$ -	\$ 11,150	\$ -	\$ -	46-04-1000-6190-00	New Line Item. See Row 157.

480-1-145-20210111	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Item Adjusting instructional models and aligning support in personalized learning to accelerate student learning for ELL, migrant students and students with disabilities	\$ 508,000	\$ -	\$ 508,000	\$ -	\$ -	46-02-1000-6190-00 New Line Item. Per applicant, A team from Education Elements will do an onsite evaluation of our personalized learning practice across all grades and buildings with a focus on accelerating learning. The evaluation will identify specific areas for improvement that we can begin to address in summer 2022. This is an in depth analysis involving students, staff, and parents. Education Elements has worked with KSDE in developing personalized learning. 12-1-2021: Per applicant, Row 159: please provide an itemization of the cost. Initial assessment of personalized, accelerated learning: \$68,000; Interviews with each school; District and school data review; Onsite visits of each school; Assessment report; Assessment results conversation with district team and each school Design and Support January - December 2022: \$440,000 (\$55,000 per school) 60 minute, bi-weekly support calls; Review assessment trends with each school team; Foundational skills professional development; Develop solution prototypes; Implementation planning and training; Classroom visits - data collection on implementation; School support planning and adjustments to implementation; Training for coaching and leading personalized, accelerated learning for English Language Learners, Non-English Speakers, and students with learning disabilities. Training for communicating with students and families about personalized, accelerated learning processes. Training on targeted areas of need for teachers and leadership teams.
480-1-146-20210111	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item Interactive Displays (60 units) connects all student devices and teacher devices supporting collaboration and sharing of information regardless of location	\$ 260,742	\$ -	\$ 260,742	\$ -	\$ -	46-31-1000-7390-00 New Line Item. Per applicant, Our students have experienced a loss in metacognitive skills and how to leverage peers as part of the learning process. Peer modeling is particularly effective for English Language Learners and low performing students as is teacher modeling of problem-solving and thought process. All students and the teacher are able to connect their devices to the interactive display which makes sharing and interacting (problem-solving, thought process modeling) visual, auditory, and accessible to all students and the teacher.
480-1-147-20210111	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Item Afterschool Program to help students with instruction	\$ 120,000	\$ -	\$ 60,000	\$ 60,000	\$ -	46-03-1000-1110-00 New Line Item. Per applicant, Specific needs addressed: Extended time for both direct English instruction and opportunities to practice English skills and vocabulary with native English speakers. Additional instruction in math and reading through homework assistance, tutoring, and enrichment activities. Number of staff = 16. Number of students = 75 per day, 4 days per week. 20 students on Saturday.

ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS						
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹	
1	102	Cimmaron-Ensign	640	47%	\$ 623,449	\$ 623,449	100%	\$ 623,449	100%	\$ 975	
2	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 555,780	14%	\$ 555,780	100%	\$ 220	
3	226	Meade	336	46%	\$ 438,415	\$ 438,415	100%	\$ 438,415	100%	\$ 1,305	
4	229	Blue Valley	21,779	8%	\$ 13,613,233	\$ 13,613,233	100%	\$ 13,613,233	100%	\$ 625	
5	233	Olathe	28,448	25%	\$ 18,623,159	\$ 18,623,159	100%	\$ 18,623,159	100%	\$ 655	
6	239	North Ottawa County	597	43%	\$ 665,827	\$ 665,827	100%	\$ 665,827	100%	\$ 1,115	
7	242	Weskan	100	32%	\$ 82,627	\$ 82,627	100%	\$ 82,627	100%	\$ 825	
8	255	South Barber	205	49%	\$ 345,128	\$ 345,128	100%	\$ 345,128	100%	\$ 1,688	
9	262	Valley Center Pub Sch	2,955	38%	\$ 2,572,506	\$ 2,572,506	100%	\$ 2,572,506	100%	\$ 871	
10	287	West Franklin	591	48%	\$ 802,440	\$ 802,440	100%	\$ 802,440	100%	\$ 1,359	
11	293	Quinter Public Schools	305	29%	\$ 344,751	\$ 344,751	100%	\$ 344,751	100%	\$ 1,129	
12	298	Lincoln	318	58%	\$ 554,985	\$ 332,600	60%	\$ 332,600	100%	\$ 1,046	
13	303	Ness City	280	46%	\$ 362,200	\$ 361,697	100%	\$ 361,697	100%	\$ 1,294	
14	313	Buhler	2,216	35%	\$ 2,004,346	\$ 1,469,997	73%	\$ 1,469,997	100%	\$ 664	
15	320	Wamego	1,526	26%	\$ 1,288,635	\$ 1,288,635	100%	\$ 1,288,635	100%	\$ 845	
16	322	Onaga-Havensville-Wheaton	294	51%	\$ 339,346	\$ 339,346	100%	\$ 339,346	100%	\$ 1,156	
17	326	Logan	134	45%	\$ 204,097	\$ 204,097	100%	\$ 204,097	100%	\$ 1,522	
18	344	Pleasanton	337	54%	\$ 684,188	\$ 384,900	56%	\$ 384,900	100%	\$ 1,142	
19	345	Seaman	3,736	35%	\$ 2,729,699	\$ 2,727,775	100%	\$ 2,727,775	100%	\$ 730	
20	356	Conway Springs	398	27%	\$ 625,681	\$ 582,981	93%	\$ 582,981	100%	\$ 1,464	
21	366	Woodson	401	59%	\$ 989,260	\$ 989,260	100%	\$ 989,260	100%	\$ 2,470	
22	372	Silver Lake	675	16%	\$ 422,124	\$ 315,403	75%	\$ 315,403	100%	\$ 468	
23	377	Atchison Co Comm Schools	449	38%	\$ 625,236	\$ 625,636	100%	\$ 625,636	100%	\$ 1,393	
24	394	Rose Hill Public Schools	1,493	28%	\$ 1,164,911	\$ 300,000	26%	\$ 300,000	100%	\$ 201	
25	405	Lyons	738	71%	\$ 1,703,517	\$ 1,703,517	100%	\$ 1,703,517	100%	\$ 2,310	
26	416	Louisburg	1,529	19%	\$ 956,349	\$ 956,349	100%	\$ 956,349	100%	\$ 625	
27	450	Shawnee Heights	3,512	36%	\$ 2,796,059	\$ 2,796,059	100%	\$ 2,796,059	100%	\$ 796	
28	461	Neodesha	690	60%	\$ 1,344,851	\$ 1,343,823	100%	\$ 1,343,823	100%	\$ 1,949	
29	477	Ingalls	233	36%	\$ 187,394	\$ 187,394	100%	\$ 187,394	100%	\$ 806	
Total			77,438	25%	\$ 60,976,525	\$ 55,576,784	91%	\$ 55,576,784	100%	\$ 718	

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

Kansas CommonApp (2020)

2345-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



MEQgmbrM

USD 102_Cimarron-Ensign_ESSER III Plan_10-28-2021

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 102

Applicant / Mailing Address

314 N. 1st Street
Cimarron, KS 67835

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mike Waters

Applicant / Email Address of Owner, CEO, or Executive Director | mwaters@cimarronschools.net

Applicant / Phone Number | 620 855 0552

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Cimarron-Ensign

District Number	102
Mailing Address Street Address	314 N. 1st Street
Mailing City	PO Box 489
Mailing Address Zip Code	67835
Authorized Representative of the District Name	Michael S. Waters
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mwaters@cimarronschools.net
Authorized Representative of the District Phone Number	+16208557743
Would you like to additional district representatives to the application?	No
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1650721/ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction-Template_1_.pdf

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 102 will use the ESSER III funds for updating and improving air quality in the Concession Stand with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) specifications for indoor air quality.

USD 102 will use the ESSER III funds to provide mental health services and supports. USD 102 will recruit and hire a person to provide additional supports for students through counseling, social services, and access to mental health in response to COVID-19. USD 102 will implement early warning systems/screeners to identify staff and student mental health needs. USD 102 will use the ESSER III funds to provide principals and other school leaders with the resources necessary to address the needs of their individual schools. The school will recruit and hire a person to provide professional development on leading during a pandemic, addressing learning loss, and how to recover the learning loss. USD 102 will expect this person to be a leader in refining remote learning strategies and communication with parents, staff, and students during remote learning.

USD 102 will use the ESSER III funds to provide all staff with 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. The school will expect this person to locate disengaged students and make sure they have access to education, connect families with community resources, establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote, and provide meals (sack lunches) for students who cannot safely come to school.

USD 102 will use the ESSER III funds to provide all staff with activities to purchase educational technology 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 children with disabilities, which may include assistive

technology or adaptive equipment. The school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic.

Engage in Meaningful Consultation with Stakeholders

Students

Students were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 did not have a respondent state they were a student.

Families

Families were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had 50 respondents state they were a parent.

School and District Administrators including Special Education Administration

Administrators were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had four (4) respondents state they were a parent. Administrators additionally set at the table with the USD 102 Board of Education to provide input on the uses of ESSER III monies.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers and leaders were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had 12 respondents state they were a staff member of USD 102.

Tribes

USD 102 discussed this issue. USD 102 does not have an indigenous peoples area or contact for our area of Kansas.

Civil Rights Organizations including Disability Rights Organizations

Civil Rights Organizations were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had 4 respondents state they were affiliated with a Civil Rights Organization or Disabilities Organization.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Stakeholders with the abovementioned topics were invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had 8 respondents state they were affiliated with one of the topics.

Provide the Public the Opportunity to provide input and take such input into account.

The public was invited to participate in an eleven-question survey. The survey asked questions pertaining to Learning Opportunities, Learning Materials, Technology, Social Emotional Learning (SEL) & Mental/Behavior Health, Personnel, Operations & Facilities, Programs, and Other Suggestions. The survey was presented in an online format and pencil-paper format. USD 102 had 70 respondents state they were a member of the public.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 102 held in-person learning throughout the entire 2020-2021 school year and we have done so again in 2021-2022. This is a major achievement and one that our community takes great pride in. However, the total, accumulated number of school days missed due to Covid illness, contact tracing, or quarantines was 1,042 days. This is a staggering number considering USD 102 has approximately 650 students. This also underscores the need for the careful planning and use of ESSER III dollars. In reviewing the local assessment data, USD 102 found that a drop in academic gains was not as severe as it was anticipated. This is likely due to being in school every day. However, through our local SEL survey, USD 102 found that there was an increase in the number of students requesting and using counseling services and other forms of SEL assistance.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 102 will use the ESSER III funds to provide mental health services and supports. USD 102 will recruit and hire a person to provide additional supports for students through counseling, social services, and access to mental health in response to COVID-19. USD 102 will implement early warning systems/screeners to identify staff and student mental health needs.

USD 102 will use the ESSER III funds to provide principals and other school leaders with the resources necessary to address the needs of their individual schools. The school will recruit and hire a person to provide professional development on leading during a pandemic, addressing learning loss, and how to recover the learning loss. USD 102 will expect this person to be a leader in refining remote learning strategies and communication with parents, staff, and students during remote learning.

USD 102 will use the ESSER III funds to provide all staff with 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. The school will expect this person to locate disengaged students and make sure they have access to education, connect families with community resources, establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote, and provide meals (sack lunches) for students who cannot safely come to school.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 102 will use the ESSER III funds for updating and improving air quality in the Old Gym with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) specifications for indoor air quality.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 102 will use the ESSER III funds to provide all staff with 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. The school will expect this person to locate disengaged students and make sure they have access to education, connect families with community resources, establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote, and provide meals (sack lunches) for students who cannot safely come to school.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form

to Report

Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michael S. Waters

Date | 11/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
102	Cimarron-Ens	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
102-1-001	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER III funds for updating filtration and improving air quality in the Welding Shop classroom with an updated HVAC system. This work area currently has no air filtration. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 79,526		\$ 79,526			43	Allowable if CDC guidelines are met. Capital Improvement documentation required.
102-1-002	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER III funds for updating and improving air quality in the Old Gym with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 104,726		\$ 104,726			43	Allowable if CDC guidelines are met. Capital Improvement documentation required.
102-1-003	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER III funds for updating and improving air quality in the Title1-Part C Building with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 15,820		\$ 15,820			43	Allowable if CDC guidelines are met. Capital Improvement documentation required.
102-1-004	eligible	Direct Allocation	Operation & Maintenance of Plant	Property		USD 102 will use the ESSER III funds for updating and improving air quality in the Concession Stand with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 15,000		\$ 15,000			43	Additional information provided by the district 1/24/2022: The concession stand would not be tied to any type of mitigation of Covid or the spread of it. However the \$15,000 of a \$300,000 project is specifically for the HVAC systems in the serving area and restrooms. The HVAC will help us with our air filtration, circulation and purification to help mitigate the spread of Covid-19. Supt has asked that this go forward to the task force as is. Allowable if CDC guidelines are met. Capital Improvement documentation required.
102-1-005	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	USD 102 will use the ESSER III funds to provide mental health services and supports. USD 102 will recruit and hire a person to provide additional supports for students through counseling, social services, and access to mental health in response to COVID-19. USD 102 will implement early warning systems/screeners to identify staff and student mental health needs.	\$ 150,575		\$ 33,000	\$ 58,787	\$ 58,787	43	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.

102-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	USD 102 will use the ESSER III funds to provide principals and other school leaders with the resources necessary to address the needs of their individual schools. The school will recruit and hire a person to provide professional development on leading during a pandemic, addressing learning loss, and how to recover the learning loss. USD 102 will expect this person to be a leader in refining remote learning strategies and communication with parents, staff, and students during remote learning.	\$ 73,018	\$ 16,500	\$ 28,259	\$ 28,259	43	
102-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	USD 102 will use the ESSER III funds to provide all staff with 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. The school will expect this person to locate disengaged students and make sure they have access to education, connect families with community resources, establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote, and provide meals (sack lunches) for students who cannot safely come to school.	\$ 77,556	\$ 16,500	\$ 28,259	\$ 32,797	43	
102-1-008	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 102 will use the ESSER III funds to provide all staff with activities to purchase educational technology 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 children with disabilities, which may include assistive technology or adaptive equipment. The school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic.	\$ 95,000	\$ 95,000			43	Additional information provided by the district 1/24/2022: This cost is for 25 Promethean boards @\$3,800 each.
102-1-009	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER III funds for updating filtration and improving air quality in the Bus Barn offices and Mechanics shop with an updated HVAC system. This work area currently has no air filtration. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 9,957	\$ 9,957			43	Allowable if CDC guidelines are met. Capital Improvement documentation required.
102-1-010	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER III funds for updating filtration and improving air quality in the Wood Shop work area with an updated HVAC system. This work area currently has no air filtration. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the building. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 2,271	\$ 2,271			43	Allowable if CDC guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

2249-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 204

Applicant / Mailing Address

| 5600 S. 138th St

Applicant / First and Last Name of Owner, CEO, or Executive Director | Richard Moulin

Applicant / Email Address of Owner, CEO, or Executive Director | moulinr@usd204.net

Applicant / Phone Number | 913-422-5600

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Bonner Springs/Edwardsville

District Number | 204

Mailing Address | Street Address | 2200 S. 138th Street

Mailing | City | Bonner Spring

Mailing Address Zip Code	66012
Authorized Representative of the District Name	Rick Moulin
Authorized Representative of the District Position or Title	Assistant Superintendent
Authorized Representative of the District Email Address	moulinr@usd204.net
Authorized Representative of the District Phone Number	+19139612554
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	brungardtd@usd204.net
Other District Representative 2 Email Address	bargerr@usd204.net
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.usd204.net/files/user/2/file/USD_204_ARP_ESSER_Plan.pdf

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 204 is in a unique situation regarding the COVID pandemic. During the 2020-2021 school year, the Wyandotte County Health Department was given local control by the Unified Government to make decisions regarding in-person learning. As a result, our students in elementary school were only allowed to attend school every other day, with the opposite day being remote learning. Middle and High School students were not allowed to switch classes, and with the social distancing mandate, also only attended every other day. Essentially, our middle school students sat in the same room and their individual teachers zoomed in at specific times to deliver instruction. For our high school students, this was not an option because of the different levels of classes. High school students were on site for general support, but all classes were taught through zoom. USD 204 did not get back to the "normal" routine of school until the fourth quarter. As we elicited feedback from our different groups, the overlying theme was that students needed to be in school, full-time, and in-person.

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

- Masks will continue to be distributed and provided throughout the year to all district staff and students.
- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.
- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep students in school.

Engage in Meaningful Consultation with Stakeholders

Students

USD 204 engaged students to develop the ESSER plan. USD 204 has engaged in meaningful consultation with students through meetings with student leadership organizations, individual students meetings, and students surveys. District administration

created a survey for students to gather input on the ramifications of COVID and ways the school district could support students. Out of these meetings and surveys, the district learned that the number one need of our students was being face to face with their teacher. We also learned that many of our students did not have adequate internet access at home for remote learning. The students also emphasized the importance of social interaction at school and being away made many feel isolated and alone. Other areas that students indicated as areas of need were structure, time management, and mental health and anxiety support. The district also utilized data to help make decisions. USD 204 had more students fail classes than ever before and attendance was at an all-time low. In addition, the district worked closely with the local health department to ensure safety protocols were in place. Throughout the 2020-2021 school year, staff modified curriculum based on student performance to fill in learning loss gaps. Staff and administration also worked with students with the goal of making learning both engaging and motivating. Based on survey results, a great deal of time was also spent on social and emotional learning. This school year, the effort continues with adding integrative curriculum projects.

Families

USD 204 has engaged in meaningful consultation with parents, We have met with and surveyed parents (including parents of students with an Individual Evaluation Plan & students that are English Language Learners). The biggest concern amongst all families was keeping school open and not remote. Parents also expressed concern about remote learning and children falling behind academically. In addition, motivation was a factor for many students and parents were looking for resources and ideas to keep kids engaged. USD 204 also engaged parents with home visits, through zoom, and other electronic communication. During the 2020-21 school year, due to restrictions put on from the local health department, parents were very vocal about the importance of a strong summer school program. Based on feedback from parents, transportation was provided for students, which had never occurred prior to the pandemic. Each school building in the district hosted their own summer school program, tailored to their student needs. Summer school included both core activities along with electives/specials. Parent feedback indicated that children in the district were struggling academically, but also needed incentives/connections outside of the core areas.

This communication continues with parent on site communication events, surveys, and individual parent meetings. Each building principal is renewing a site council, with the goal of gathering input on COVID related issues and ways to best meet the needs of students in the district. Finally, the district worked with the local health department to provide a vaccination fair for families and students and will continue this effort as long as parent interest occurs.

School and District Administrators including Special Education Administration

School district administration meets with building principals and sped directors weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, sped directors, and sped teachers to gauge needs and concerns. The district adopted a new IEP software program with the goal of creating a better understanding of students needs and appropriate accommodations. The new program allows parents and teachers more access to the IEP on a regular basis and serves as a communication and progress monitoring tool. Through meetings and surveys with our special education administration and teachers, the district learned that students on IEP's struggled with online learning, and in many cases gave up. Principals, along with the SPED Director and SPED Teachers, created goals for engaging kids in school and revisited IEP goals. Training was provided for all sped teachers and paraprofessionals in the district on engagement strategies. The district purchased AIMS Pathway, a resource to help with struggling readers.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

USD 204 has engaged in meaningful consultation with staff members through building leadership team meetings, district leadership team meetings and surveys specific to learning loss and ways the district could best serve our students. The overlying theme from staff was the concern for safety in regards to the pandemic. Other concerns were lack of substitute teachers and ways to cover classes when substitute teachers were unavailable. Teachers were also concerned about the curriculum and pacing guides and the learning gap that occurred from being remote from a majority of the 2020-2021 school year. Staff also emphasized the importance of building relationships with students, and concerns for the social and emotional needs of our students and staff. Finally, teachers and support staff reported an uptick in student discipline issues as a result of students not being engaged in in-person learning for a majority of the 2020-2021 school year. USD 204 district administration also met with the BSKNEA on multiple occasions to gather feedback about the challenges of the pandemic and ways to address learning loss and improve staff morale. School district administration meets with building principals weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis,

meeting with building administrators, school nurses, and teachers to gauge needs and concerns. Each building also surveys staff on specific items, including environmental, instructional, safety, and social and emotional needs. Through working with teachers, USD offers an EAP (Employee Assistance Program), provides professional development specific to social and emotional growth, and positive mental health strategies. Based on feedback from teachers, USD 204 provided a motivational speaker to kick off the 2021 school year. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district. Also through this process, it was also determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

Tribes

USD 204 does not have an active native American organization within our boundaries. There are 14 students who identify as Native American. USD 204 staff has reached out to a representation of these parents to elicit feedback on challenges associated with pandemic. The parent groups main concern was that school stayed open and in-person. According to the parent group, remote learning was ineffective and posed many challenges in regard to motivation and structure. Finally, there was a financial concern as parents indicated losing and/or changing jobs.

Civil Rights Organizations including Disability Rights Organizations

USD 204 has a long history of working with the local NAACP, which includes student programs, the use of school facilities, and a partnership on community celebrations. While it was difficult to work with community organizations due to the local health restrictions during the 2020-2021 school year, USD 204 is making a concerted effort to strengthen connections during the 2021-2022 school year. USD 204 staff attended a local NAACP meeting and provided information on strategies being implemented to address student learning loss and emotional distress as a result of the pandemic. Members of the group emphasized the importance of keeping school open full time. In addition, the group suggested we look at opportunities for students to get more engaged with school through tutoring and/or summer school programs. The group also discussed the importance of promoting the opportunities all students have in the district through the CTE and dual enrollment programs. USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). We have conferred with PACES on strategies to re-engage students in school, address learning loss, and meet the social and emotional needs of students. We've worked with PACES on resources for homeless families, children in foster care, and general support for all students suffering trauma. As a result, much of our professional development for teachers revolves around much of what we've learned through this partnership. USD 204, as part of the ESSER II grant, hired three social workers in partnering with PACES, our local mental health organization. These social workers are tasked with home visits for students who are struggling and facilitating families to connect with outside agencies for support and services. Additionally, USD 204 has a strong working partnership with Vaughn-Trent, a local social organization that is only set-up to work within the boundaries of the school district. This organization helps the district identify homeless students and underserved students. The USD 204 team has attended Vaughn Trent meetings and functions and has elicited feedback on the impact of learning loss due to COVID.

Each building in the district has a SIT team, which works to identify students and families who are struggling to engage in school. In addition, students in each of the districts buildings participate in a community service project to serve underserved families in the

Bonner Springs/Edwardsville communities. The district partners with a local organization, Feed His Lambs, to provide weekly meals for families in need.

During the 2020-2021 school year, the Wyandotte County District Attorney notified the school district that they would not monitor attendance due to restrictions put upon schools by the county health department (Remote). This year, USD 204 has worked with the Wyandotte County District Attorney's office on ways to address truancy, strategies and steps for school administrators to take to encourage attendance, and steps to follow when those strategies don't work.

USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Provide the Public the Opportunity to provide input and take such input into account.

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. District administration meets with community organizations, providing information about the current status of schools and seeking input on ways to positively engage the community with the district. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). USD 204 also sends a community newsletter. The newsletter provides information about the district, events going on with the community, and opportunities for community input for school engagement.

USD 204 school board provides an open forum at the beginning of each BOE meeting to allow the public to address any school related issues. The district put together a COVID task force to address specific concerns regarding education and student/staff safety. This committee provides the BOE with recommendations for school protocol as the district navigates through the pandemic.

District administration meets bi-weekly with 46 other agencies within the county, which include public, health, and non-profit groups to assess and make recommendations on community needs. Through these meetings, the school district receives the most up-to-date information on health concerns, rental vacancies, homeless rates, and challenges within the community.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The District will offer an expanded summer learning program in the Summer of 2022. The District will also continue to expand the classroom support with intervention teachers as needed. This intervention model was implemented with ESSER II funds. The District will also hire additional staff at the K-12 level as needed to support smaller class sizes. These staff members will work with students using small group intensive instruction and monitor student progress often, adjusting as needed to ensure that appropriate learning growth occurs.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Funds not used specifically for learning loss and safety will be used to:

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;
 - purchasing supplies to sanitize and clean the LEA's facilities;
 - employ additional custodians to clean and sanitize our buildings
 - repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 - conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
- USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.
- Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.
- Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 204 will add a School Improvement (Learning Loss) specialist and instructional coaches at each of the five buildings in the district for the 2022-2023 school year. This position will allow for focused emphasis on student achievement, learning loss, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level. This will be accomplished by analyzing assessment data and working closely with principals and classroom teachers to help model and implement effective strategies. Here are the goals of these positions:

- Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.
- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;
- Serve as a member of the school's Plan for Continuous Improvement Leadership Team;
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Coordinate alignment of K-12 Math and STEM Curriculum

In addition, USD 204 will purchase a curriculum management system to align and track KSDE standards and performance data. Finally, the Curriculum leaders in the district will:

- Continue to work with principals and teachers to identify gaps in the content standards.
- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously

- Tutors will be used for Reading and Math support in each elementary school
- Continue to utilize district and state level assessment data to identify and address student learning gaps.
- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.
- District will continue to use Google Classroom as it's online learning platform for classroom instruction.
- Funds will be used to ensure device availability and connectivity for all students
- Funds will be used for chromebook repairs and replacements
- Partnership with PACES for additional services mental services for families and students will remain intact.
 - USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.
 - College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success
 - The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success
- Academic Focus Classes will be used to support students in our middle school and high school.

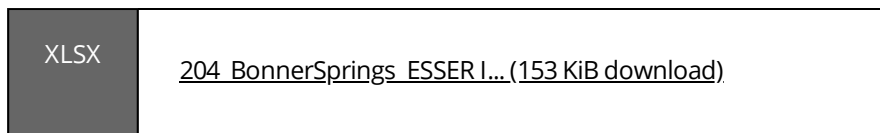
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;

- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report

Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rick Moulin

Date | 10/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
204	Bonner Spring	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
204-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.	\$ 400,000	\$ 400,000				46-1000-11	
204-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	-Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.	\$ 35,780	\$ 35,780				46-1000-11	
204-1-003	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.	\$ 65,000	\$ 65,000				46-2134-121	
204-1-004	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success	\$ 55,000	\$ 55,000				46-1000-11	

Kansas CommonApp (2020)

2047-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



oDBjPOJg

226_Meade_ESSER III Plan_1119

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Meade USD 226

Applicant / Mailing Address

| PO Box 400
| Meade, KS 67864

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kenneth Harshberger

Applicant / Email Address of Owner, CEO, or Executive Director | harshberger@usd226.org

Applicant / Phone Number | 620-873-2081

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480699227

Applicant / Website Address (if applicable) | usd226.org

Applicant / Mission Statement (if applicable)

The mission of Meade USD 226 is to provide a secure educational environment with opportunities that challenge all students to become life-long learners and responsible, productive citizens through the 21st century.

Application details

Full District Name	Meade
District Number	226
Mailing Address Street Address	PO Box 400, 409 School Addition
Mailing City	Meade
Mailing Address Zip Code	67864
Authorized Representative of the District Name	Kenneth Harshberger
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	harshberger@usd226.org
Authorized Representative of the District Phone Number	+16208732081
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mcfalls@usd226.org
Other District Representative 2 Email Address	cronisterl@usd226.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://5il.co/utnv

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

First of all a Plan for Safe Return has been implemented and already revised this year to help with prevention and mitigation of COVID-19. The district has an COVID Gating Task Force that meets weekly to recommend changes in protocol or mitigation strategies.

Testing and anecdotal data shows that students in the district experienced learning loss with different age groups and populations. The ESSER III funds will be used to mitigate this loss in several ways. First a robust summer school program was started last summer to identify students and provide programs K-12 to address learning loss. Teachers identify these students and spent time tutoring them one on one during the summer or worked with them in small groups during summer

school. This will continue at least through FY24. Our second mitigation strategy has been to add a K-12 Intervention Specialist whose primary job is developing intervention plans for students who have experienced or are experiencing academic loss. This specialist will work directly with students, train staff in intervention strategies, and oversee both intervention plans and SIT planning. She will work with Special Ed. populations, At-Risk populations, along with any other Tier 3 students that have been identified. She will also oversee the MTSS program that has just been incorporated into the high school this year.

The second main area ESSER III funds will be used to address involves indoor air quality. USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout much of the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality. The Construction and Capital Expenditure Prior-Approval Request Form has already been submitted to KSDE and approved under ESSER II. Some of the ESSER III funds were included as part of the original budget for the construction application to ensure that all areas of the building that do not have fresh air would be addressed.

Engage in Meaningful Consultation with Stakeholders

Students

A survey was made available to all stakeholders including students to get their input on the use of ESSER III funds. This survey was a Google Form that was put out on our social media sights and our district website and a student version was emailed directly to students. The results indicated that most students felt that helping students who were failing was important. Students did not seem to be as concerned about the impact of COVID as adults. They did support the idea of providing intervention and support for students who were struggling academically. The two areas students felt the strongest about were providing additional help for struggling students and having structured interventions for students during the school year. They also affirmed the importance of providing an upgrade to the HS HVAC system to improve the air quality. Students identified that improving the air quality at the high school was even more important than increased sanitation and cleanliness.

Families

A survey was made available to all stake holders including students to get their input on the use of ESSER III funds. This survey was a Google Form that was put out on our social media sights and our district website. Feedback has also been received through Site Councils in the district. Providing academic support by supporting intervention strategies was an important priority. Parents feedback demonstrated they especially wanted academic support and extra help for their children. Parents seem to support summer school programs and interventions during the school day over an afterschool programs. Families also showed strong support for having an intervention specialist who can pinpoint academic needs and provide direct instructional strategies to help their children.

School and District Administrators including Special Education Administration

The school and district administration have looked at multiple strategies during administrative meetings to address learning loss in schools. Ideas to provide alternative programs like a robust summer school, Intervention Specialist, adding MTSS at the high school, along with improving the high school air quality has been discussed repeatedly during administrative meetings. The special education administration has met with superintendents within our SKACD Coop and with the SKACD Board to get input for ways to use ESSER funding to best help students. SKACD has agreed to help with summer programs and come alongside our district to provide help with tiered math materials, reading intervention, professional development, and provide an emotional support team.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers, Principals, School Leaders, other Educators, School Staff, and our MTA (Meade Teachers' Association) have all been a part of getting input through a survey and meetings. This includes Building Leadership Team meetings, District Leadership

Team meetings, Site Councils, and even through multiple school board meetings. The board has reviewed survey data to help determine areas and confirm the direction for the use of ESSER III funds.

The focus has continual been to get feedback on how to prioritize the use of the ESSER funds. The input repeatedly demonstrate that many students had lost academic gains during the pandemic and the school community believed we need to address these issues going forward. As a result the recommendation was to develop a robust summer school program to engage target students who had identified learning loss concerns. Recommendations also focused on adding an K-12 Intervention Specialist in the district to target students with Tier 3 type learning issues. Originally the focus was on adding a part time positions, but those involved with this strategy quickly convinced stakeholders and decision makers of making the position fulltime. The responsibility of the position grew into being the individual doing the following: SIT facilitator, MTSS facilitator, direct instructor for Tier 3 students, intervention PD trainer for staff, and plan developer for intervention strategies for students K-12.

The input from these stakeholders also confirmed the need to address air quality issues at the high school. The grade school was remodeled about 15 years ago and has continues fresh filtered air running through all HVAC systems in the grade school. These leaders felt as a result improving air quality was an important issue that needed to be addressed at the high school.

Tribes

Meade USD 226 does not have any tribal groups in our area. On our community wide survey, we did provide a place for people to mark if they were part of a tribe, but we had no one mark this area.

Civil Rights Organizations including Disability Rights Organizations

Meade USD does not have any identified Civil Rights or Disability Rights Organizations in our area. On our community wide survey, we did provide a place for people to mark these areas if they were apart of such an organization, but there was only one response in each category. This makes it difficult to extrapolate significant data from these two areas. The two responses we did receive supported the areas of intervention for students with academic loss and improving the air quality at the high school building.

Stakeholders repressing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Everyone one of these stakeholder areas was represented on the community-wide survey, but there were only a few responses. Meade has a very small ESL population, no identified homeless families, only a couple of students in any type of foster program, and only 2 identified migrant students. We have no children incarcerated and are not aware of underserved students. Children with disabilities is one of the largest group of stakeholders Meade USD 226 has in this section and they were identified in the survey. We also have parents with disabilities on our Site Councils and on our Board of Education. These individuals feedback continues to show the need for increased interventions strategies for struggling students. A number of parents specifically wanted a teacher in the district who had a high level of training to help students with dyslexia. This was also supported by the board in that the district added a Intervention Specialist Position who has extensive dyslexia training and is also a certified special education teacher. Every stakeholder group also support the idea of improving air quality at the Meade High School.

Provide the Public the Opportunity to provide input and take such input into account.

The community-wide ESSER survey was made available to everyone in the community to get their feedback through our social media sites and district website. The Meade USD 226 School Board placed discussion about how to use ESSER III funding several times on the agenda and always have a Public Forum agenda item available for the public address the board. The different uses of these federal funds where discussed at open board meetings all while seeking input from stakeholders through other means. Even the survey results and other inputs from stakeholders were discussed with the board to narrow the focus and use of the ESSER III funding.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Meade USD 226 was impacted by COVID-19 in a number of ways. First of all when the pandemic hit the closing of school buildings forced all students into remote learning for the most part. This district had a number of students with little or no internet access. As a result the district used SPARKS funding and ESSER 1 funds to help provide wireless routers and internet access for families. This was the first large financial cost to the district.

Although our staff made a valiant effort in working with all populations during the last 18 months, especially in the spring of 2020 when we were in full remote, students still demonstrated learning loss. Data from MAP, AIMS-WEB, ACT, and classroom assessments by teachers revealed the gap that was created. The learning loss and social emotional impacted resulted in the district adding a robust summer school to address both areas with identified students. This became an additional cost that ESSER funding has helped with greatly. Plans are to continue this type of program in the future along with the addition of an Intervention Specialist who was added this year to target students showing impact from the pandemic.

Meade has very small numbers of ELL students, students in foster care, or homeless students. We do have a larger special education population, but students in poverty is significantly below the state average. There doesn't appear to be a significant disproportional impact on these two student populations. During the pandemic the district actually identified special ed. and At-Risk students to work with 1 to 1 during the school closer. This included teachers and paraprofessionals who scheduled in person appointments with identified students to work with them. Students were also identified over the past two summers for additional services. Last year other than about 1 week, the district had in person instruction for students, so this helped all populations to reduce learning loss and mitigate the social and emotional impact. An open counseling position at the high school was finally filled, so that has also helped to address not only the academic needs, but the social and emotional needs. Meade has right at 55 (15%) students in special education and last year had 105 on free lunch which is around 30%.

Another big impact to the district has been the cost of hand sanitation, temperature checks, masks, and the cost of specialized equipment to disinfect the buildings. Adding touchless water faucets, bottle filling stations, and flush valves has helped immensely to reduce the spread of the virus, but has been costly. ESSER funding and Sparks funding has helped with this over the last 18 months.

Another concern has been the health impact of the pandemic on staff and students during this time. Last year in September we had so many staff members out, we did not have adequate staffing. We also had nearly a 100 students out at the same time, so the district had to go into full remote for 7 days. This impacted students learning, but only slightly. We have also had times that we could not get enough substitutes and have had to cover classes with paraprofessionals or even combine sections in the elementary school. A terrible impact of COVID was when Meade had a staff member go into the hospital last October who had to retire due to the impact of COVID to his lungs. This meant students had a long term substitute for 8 months of the school year who was not certified in the subject area impacted. This certainly has an impact on students learning. While we have not had any serious illness with students at this point, a few have had to receive medical treatment.

Another impact to our staff and students has been the lack of air quality at the high school building. Because of freezing issues, most of the outside air vents to the classrooms were closed off decades ago. Since COVID-19 is likely to be around for years, the district believes this needs to be addressed as soon as possible for the benefit of our students and staff. Part of the Meade USD 226 ESSER II funds have been approved to begin addressing this problem, but more must be done to finish the project to improve the air quality within the high school using some of the ESSER III funds.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.

- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Meade USD 226 has already instituted a robust summer school to address the academic impact of the pandemic on students. Part of the funds will be used to continue this over the next several summers. Students who need additional services will be identified by staff members by looking at assessment results and by using anecdotal data that pinpoints areas of concern. A K-12 summer school will be set up two ways. A more traditional 5 day a week program will be implemented that addresses the targeted learning losses of students for all student populations. In addition, individual teachers will set up individual tutoring sessions throughout the entire summer to work with students in specific areas that have been identified. This approach was implemented this past summer and was very popular with students, parents, and teachers. Teachers will use evidenced based practices when working with students in these two types of summer school programs. Examples of this for ELA include: phonemic awareness, intense vocabulary instruction, teaching the writing process, and other explicit instruction activities. Examples for mathematics includes: number concepts, teaching the problem solving process, visual representation of math concepts along with other explicit math instructional strategies.

In addition to the summer program Meade USD has added an Intervention Specialist to the district. The individual hired has a special education degree and has also been trained extensively to work with At-Risk students especially those experiencing dyslexia. This position is full time and will work with students K-12 during the school year and also during the summer. They will work both with special education students and other At-Risk students experience reading loss during the pandemic or show significant deficiencies. The Intervention Specialist will be responsible for overseeing the SIT Process K-12, developing intervention plans, and working with staff members to provide resources and intervention ideas for identified students. The Intervention Specialist will be directly involved with the start up of the MTSS process using FastBridge at the high school and be part of the MTSS team at the elementary school. The Intervention Specialist will provide some direct instruction for Tier 3 students, set up professional development for staff members specifically in the area of dyslexia training and other intervention strategies.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air into the classrooms have been closed off for decades. The district will upgrade the HVAC system in much of the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality. This study was uploaded to KSDE when the ESSER II application was submitted along with a Construction and Capital Expenditure Prior-Approval Request Form. This plan specifically meets section P: "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." The remaining funds will be used to complete this project which will include adding new unit ventilators and fan coils within the classrooms and office spaces which will bring in fresh filtered air to meet the ASHREA specifications for indoor air quality. Roof top units in the library, commons area (lunch room) and locker rooms will also be replace to bring in fresh air to these larger spaces that often house a number of students. The larger spaces like the auditorium and gym do have filtered fresh outside air coming into these spaces, so the district chose to prioritize the other areas listed first to have the greatest impact on improving the air quality at the high school.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

First of all the Intervention Specialist will be responsible for developing written plans and collecting data to show progress of K-12 students who have shown academic loss. This will ensure that plans are implemented and that progress is monitored. SIT plans and Intervention Plans will also be used guide the teams in strategies used to provide additional academic and social and emotional support for students. The district has an SECD Coordinator in the PS-8th building that is involved directly in helping to identify students with social emotional needs as a result of the pandemic. She works directly with the Intervention Specialist to ensure appropriate plans are put in place to address academic and social and emotional areas. Both of these staff members have special education certifications, so are working directly with the special education staff in writing

IEP's to address the needs the special education population. We have actually set up a merging of services with the Intervention Specialist, special education teachers, and the Title I teacher to provide the best support possible for K-12 students. As a result of filling the counselor's position at the high school collaboration between the Intervention Specialist and the counselor has begun this year. This includes putting in a MTSS program using FastBridge for data collection and intervention strategies to address learning deficiencies within students. The district brought in a specialist from the Southwest Plains Regional Service Center for FastBridge training and to help with implementation. The Intervention Specialist and Counselor will ensure that the program is implemented, students are identified, and target areas for intervention are address. Just like the grade school, the high school SIT plans and intervention plans will address both academic and social emotional needs of students especially At-Risk or low income families.

Secondly our summer school program has been set up to specifically use data to identify students who need additional support. A Summer School Director was hired and will be hired over the next several summers to coordinate a robust summer school program. This director worked with the teachers and administration in the spring to identify student who needed academic and social/emotional support. Specific summer school activities were set up to help students academically and to engage them in activities to support social and emotional development. The SECD activities, tutoring time with students, and a more traditional 5 day week summer school was monitored by the administration and the Summer School Director to ensure that these learning opportunities were implemented with fidelity.

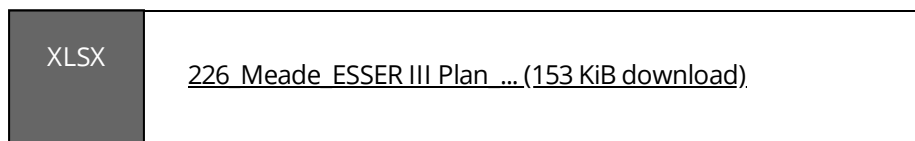
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease

Control and

Prevention (CDC) guidance;

- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to

records;

conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kenneth Harshberger

Date | 11/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
226	Meade	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
226-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district has added a K-12 Intervention Specialist whose primary job is developing intervention plans for students who have experienced or are experiencing academic loss. This specialist will work directly with students, train staff in intervention strategies, and oversee both intervention plans and SIT planning. She will work with Special Ed. populations, At-Risk populations, along with any other Teir 3 student that have been identified. She will also oversee the MTSS program that has just been incorporated at the high school this year.	\$ 55,000	\$ -	\$ 27,900	\$ 17,100	\$ 10,000	96	
226-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers will also identify students to provide one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners will be used to select students.	\$ 30,000		\$ 10,000	\$ 10,000	\$ 10,000	96	CommonApp contains additional narrative
226-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers will also identify students to provide one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners will be used to select students.	\$ 3,000		\$ 1,000	\$ 1,000	\$ 1,000	96	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
226-1-004	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.	\$ 150,000		\$ 75,000	\$ 75,000	\$ -	96	Allowable if CDC guidelines are met. Capital Improvement documentation required.
226-1-005	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.	\$ 200,415		\$ 100,000	\$ 100,415	\$ -	96	Allowable if CDC guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

2015-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



NDPOQZON

229_Blue Valley_ESSER III Plan_1111

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Blue Valley School District
Applicant / Mailing Address	
15020 Metcalf Overland Park, Kansas 66223	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Adam Wade
Applicant / Email Address of Owner, CEO, or Executive Director	awade@bluevalleyk12.org
Applicant / Phone Number	913-239-4623

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Blue Valley School District
District Number	229

Mailing Address Street Address	15020 Metcalf
Mailing City	Overland Park
Mailing Address Zip Code	66223
Authorized Representative of the District Name	Adam Wade
Authorized Representative of the District Position or Title	Director of Academic Achievement and Accountability
Authorized Representative of the District Email Address	awade@bluevalleyk12.org
Authorized Representative of the District Phone Number	+19132394623
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sbutler@bluevalleyk12.org
Other District Representative 2 Email Address	ktolar@bluevalleyk12.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.bluevalleyk12.org/Page/35857

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Blue Valley School District USD 229 will continue mitigation strategies consistent with the CDC guidelines. These measures include enhanced cleaning, utilization of PPE, and staffing measures intended to be part of COVID-19 response. More specifically, these funds will provide additional FTE for Health Liaisons. These individuals will assist with communication between the district and the county health department relative to knowledge regarding COVID-19 exposures, known positive cases, education of staff and students, etc. At the elementary school level, cafeteria supervisors funded through this allocation will assist with proper supervision and enforcement of protocols when students are gathered in cafeterias or other common spaces for meals. Face masks and other PPE will continue to be ordered and made available to students and staff. KN95 masks will be available for individuals in more high-risk student populations. Hand sanitizer to encourage hand hygiene will continue to be provided to all schools and district facilities aiding in prevention of spread. At the writing of this application, the district is adhering to the Johnson County Board of Health Order 001-21 which requires students wear masks grades EC-6. Since our 6th graders are in the same school as 7th and 8th graders, the order applies to us in grades EC-8. On Monday, August 9th, our Board of Education voted to extend the application of the order to include grades 9-12.

Engage in Meaningful Consultation with Stakeholders

Students

Students participate in Board Advisory Committees. In identifying needs, student voices are heard during various committee meetings through student membership. These committees at the building and district levels included but were not limited to: student building leadership teams, student diversity committees, Student Activities and Athletics Advisory Team, Health and Well Being Advisory Team, Curriculum and Instruction Board Advisory Team, etc. Additionally, students provided perspectives when recounting virtual ed course experiences at high school.

Families

All families in the school district were provided access to a ThoughtExchange feedback loop. This provided the opportunity to give feedback to the district specifically targeted at suggestions for ESSER funds utilization. Additionally, this feedback loop was designed to remain open indefinitely during the period of allowable ESSER expenditures. The district also conducted a back to school district-wide survey summer of 2021. Each building will conduct needs assessments including surveys to each family. These needs will continue to be reviewed and assessed to ensure that ESSER funds are providing adequate support for student learning.

School and District Administrators including Special Education Administration

School administration for both the general education population and special education population were provided the opportunity to provide feedback and suggestions on ESSER expenditures. These sessions were conducted in order for principals to also represent teacher and student feedback from their building / facility. Members of the district administration team were also afforded opportunities to participate in brainstorm sessions designed to define solutions to known needs associated with student learning. These sessions did include representation from the two teacher associations present in USD 229.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Various stakeholders were provided an opportunity to provide input and identify needs of students and staff as a result of COVID-19 response. These needs have been identified through stakeholder participation in Zoom meetings, a Thought Exchange, and Board Advisory Committees. In particular, our Board Advisory committees (parents, partners, students, staff) were quite helpful here, as they articulated perceived needs in a number of different areas. These groups regularly identified needs associated with PPE, additional support for students with an emphasis on reading and math, needs associated with honoring the increased work loads of both classified and certified staff, social emotional needs of students, increased supervision needs to enforce social distancing, increased needs of our ESOL population, increased learning support needs for high risk students, etc.

Teachers representing certified staff from across the district participated in feedback sessions. These teacher groups were also afforded opportunities to participate in brainstorm sessions designed to define solutions to known needs associated with students. The teacher unions represented in the district were both extended an invitation for participation.

Tribes

This was not an area applicable to USD 229 relative to the student population served, as there are no tribes within our district.

Civil Rights Organizations including Disability Rights Organizations

Blue Valley School District USD 229 has ongoing exchanges with organizations and parents who represent disability rights and diverse populations. As the district developed the ESSER III application, the priorities identified in previous conversations were taken into account when developing planned expenditures. The following committees have identified student needs: Diversity, Equity, and Inclusion Team, Dyslexia Parent Group, Health and WellBeing Team, Blue Valley Special Education Advisory Council, etc. The proposed application provides significant funds to support teacher training and resources to benefit students with dyslexia and/or other challenges in literacy and mathematics. Review of the relief funds utilization in Blue Valley will demonstrate a significant dedication of funds to meet the needs of students with disabilities.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Stakeholders representing ESOL, Families in Transition, Foster Care, Title I, and other underserved student groups provided direct feedback into needs identifications of which ESSER funds could be utilized to address.

Provide the Public the Opportunity to provide input and take such input into account.

Public opportunity for input into this process has been available during open comment of each Board of Education meeting, as follow-up to public ESSER presentations at Board of Education meetings, and via a district open Thought Exchange. PTO / PTA President's Council was also presented with information regarding ESSER funds and career ready programming. During these President's Council meetings, parent leaders were given the opportunity to identify areas of unmet need and opportunity.

In sum, below are the feedback trends acquired during the input portion of developing a district ESSER III budget:
Teacher Support (Morale & Mental Health) • Additional Staff • Retention Efforts • Retention payments for Staff LEARNING • Academic Support for Learning Gaps • Opportunities for Students • MS/HS Math Instruction
Student Awareness of Mental Health Support • Special Education • Mental Health Staffing

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

In terms of academics, data review shows the following:

*In reading, a lower percentage of students met their fall to spring MAP growth targets than in the past few years. As compared to the last pre-COVID year, grades 2-8 display between a 5 and 10 percentage point decrease. At elementary school, the average Blue Valley student was 9.4 RIT points ahead of the national norm in the last mandated testing period before COVID (Fall 19-20), and is now 8.9 RIT points ahead of the national norm. At middle school, the average Blue Valley student was 9.5 points ahead of the national norm in Fall 19-20 and is now 6.4 points ahead of the national norm.

*In math, a similar percentage of students met their fall to spring MAP growth targets as compared to years past. However, they were starting from a lower baseline in every grade level due to learning loss experienced in Spring 2020. Therefore, we can say that even though the math growth data is back where it should be, the math achievement data is not. This is best shown through middle school data where the average Blue Valley student was 9.9 points above the national norm in Fall 19-20 and is now 8.2 points ahead of the national norm.

*KAP data shows a lower percentage of elementary students scoring a 3 or higher in 2021 as compared to 2019 (down 3.7 percentage points in ELA, down 4.6 percentage points in math, down 3 percentage points in science).

*KAP data shows a lower percentage of middle school students scoring a 3 or higher in 2021 as compared to 2019 (down 6.4 percentage points in ELA, down 13.3 percentage points in math, down 9 percentage points in science).

*KAP data shows similar percentage of high school students scoring a 3 or higher in 2021 as compared to 2019 (no change in ELA, down 4 percentage points in math, up 5 percentage points in science). However, there is a sampling bias baked in here, because our lowest KAP participation rate came at the high school level.

*We have an issue to address regarding performance gaps in the past year with students in the remote learning mode versus the in-person learning mode. Students learning completely remotely generally were even with peers in terms of growth throughout the year, but remote students were frequently ahead of peers in achievement metrics. That said, even though the achievement was higher for virtual students in 20-21, these students face a steeper climb in 21-22, as they now must acclimate to being back in the building full-time.

*According to the data in AMOSS (Annual Measures of Student Success), our chronically absent percentage actually decreased in '20-'21 from past years; however, these numbers are inflated due to roughly 30% of students learning fully remotely, and it is very easy for a remote student to count as "present."

*Our social-emotional data at grades 3-5 is similar to years' past as measured by Panorama. However, we know we need to get student level SEL data at more grades than just 3-5, so expanding Panorama K-12 will help us get a fuller picture of student SEL needs.

*Data review does not show a particularly disproportionate academic impact when reviewing by subgroup. However, there were achievement discrepancies in terms of ethnicity and free/reduced vs self-paid lunch before COVID, and these discrepancies are still there - they just haven't widened.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and

d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The district will utilize research-based practices to support student learning in order to accelerate student learning. Some of these practices include but are not limited to:

USD 229 will utilize recommendations for recovery as identified in KSDE's Navigating Next guidance from Spring 2021.

School connectedness strategies will be utilized to decrease the family-to-school barrier exacerbated by the pandemic.

Before and after school tutoring targets students with deficits tied to specific subject matter standards. This practice will provide intervention and pre-initiation to instruction on various standards. This will be available K-12.

Teachers will provide intervention during the school day at each level during identified times targeting identified student learning goals tied to curriculum standards or benchmarking/screening data.

Students will participate in benchmark screening at each school level to identify students with reading deficits.

Social emotional supports will continue to be made available to students via social workers, curriculum, trauma sensitive practices, etc.

Teachers will utilize and increase formative assessment practices to drive student outcomes and raise student achievement.

Additional ESOL curriculum resources will be coupled with additional ESOL staffing to support a growing population of students with increased needs as a result of the pandemic.

Title I reading support will continue at Title I elementary and middle schools with the addition of reading specialists at the middle level to support learning loss in reading.

High schools will utilize intervention time each day with expanded intervention time once a week.

Teacher professional training will focus on the following areas:

Trauma Sensitive Learning Environments

Mathematics

Diversity, Equity, and Inclusion

Professional Learning Communities

Formative Assessment

*Multi-Tiered Systems of Support / Interventionist Mindset

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The summary of these acceptable uses is as follows:

Use #1D - Any activity authorized by the Carl Perkins CTE Act - \$221,814

Use #3 - Providing principals and other school leaders with resources to address individual student needs - \$664,506

Use #4 -Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery - \$832,786

Use #7 - Purchasing Supplies to sanitize and clean the facilities of LEA, including buildings operated by such agency (includes PPE,etc) or Coordination of COVID-19 preparedness and response efforts - \$39,737

Use #8 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students - \$24,795

- Use #9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students - \$350,000
- Use #10 - Providing Mental Health Services and Supports - \$5,423,006
- Use #11A - Planning and implementing supplemental summer learning or enrichment programs - \$39,085
- Use #11B - Planning and implementing supplemental after-school programs - \$454,000
- Use #12 - Addressing learning loss among students, including vulnerable populations - \$4,619,690
- Use #16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff - \$943,814

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The plan to accelerate learning will identify all populations of students. Student populations experiencing great need have been considered first and foremost. The plans below will benefit students in the ESOL population, children with special needs, students with or demonstrating characteristics of dyslexia, students experiencing homelessness, and children in foster care.

The district will review benchmark screening data, climate/culture perception survey data, and other summative data points in order to be responsive to student performance deficits and respond accordingly. The district will also monitor cohort performance to determine areas of weakness in student performance in order to address these from a tier one perspective.

The district will utilize research-based practices to support student learning in order to accelerate student learning. Some of these practices include but are not limited to:

USD 229 will utilize recommendations for recovery as identified in KSDE's Navigating Next guidance from Spring 2021.

School connectedness strategies will be utilized to decrease the family-to-school barrier exacerbated by the pandemic.

Before and after school tutoring targets students with deficits tied to specific subject matter standards. This practice will provide intervention and pre-initiation to instruction on various standards. This will be available K-12.

Teachers will provide intervention during the school day at each level during identified times targeting identified student learning goals tied to curriculum standards or benchmarking/screening data.

Students will participate in benchmark screening at each school level to identify students with reading deficits.

Social emotional support will continue to be made available to students via social workers, curriculum, trauma sensitive practices, etc.

Teachers will utilize and increase formative assessment practices to drive student outcomes and raise student achievement.

Additional ESOL curriculum resources will be coupled with additional ESOL staffing to support a growing population of students with increased needs as a result of the pandemic.

Summer Learning K-12 will be made available. ESSER III funds are anticipated to offset the cost of transportation, staffing, and related student fees. An emphasis will be placed on ensuring participation of ESOL and other at risk student populations.

Title I reading support will continue at Title I elementary and middle schools with the addition of reading specialists at the middle level to support learning loss in reading.

High schools will utilize intervention time each day with expanded intervention time once a week.

Teacher professional training will focus on the following areas:

Trauma Sensitive Learning Environments

Mathematics

Diversity, Equity, and Inclusion

Professional Learning Communities

Formative Assessment

Multi-Tiered Systems of Support / Interventionist Mindset

Notes on ESSER III application Excel template:

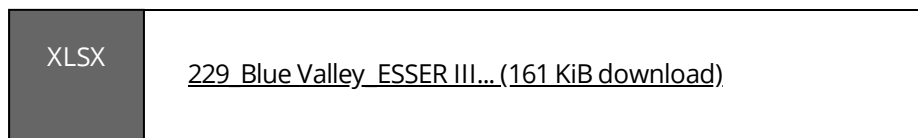
- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-

income families, children with

disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP,
or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records;
conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Adam Wade

Date | 11/11/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
229	Blue Valley	1/31/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
229-1-001	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Dyslexia Screener - Helps measure students' literacy skills, which took a hit due to COVID. This also assists us with meeting state guidelines.	\$ 250,000		\$ 250,000			1.3E+08	
229-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MS/HS Math Cohort Team Stipends - PL for math teachers to provide higher quality instruction, needed to student skill loss during COVID	\$ 111,524		\$ 111,524			1.3E+08	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
229-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MS & HS Math Cohort Teams FICA/Med - see line 16	\$ 8,364		\$ 8,364			1.3E+08	
229-1-004	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MS & HS Math Cohort Teams Unempl - see line 16	\$ 112		\$ 112			1.3E+08	
229-1-005	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Math curriculum resource - New math resource needed to help students gain skills back due to learning loss w COVID	\$ 100,096		\$ 100,096			1.3E+08	
229-1-006	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Math Curriculum Resource - same as line 19	\$ 150,000		\$ 150,000			1.3E+08	
229-1-007	Eligible	Direct Allocation	Support Services-Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Math PL Stipends - same as line 16	\$ 87,881		\$ 87,881			1.3E+08	
229-1-008	Eligible	Direct Allocation	Support Services-Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer Math PL FICA/Med same as line 16	\$ 6,591		\$ 6,591			1.3E+08	
229-1-009	Eligible	Direct Allocation	Support Services-Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Summer Math PL Unempl - same as line 16	\$ 88		\$ 88			1.3E+08	
229-1-010	Eligible	Direct Allocation	Support Services-Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	UCLA Contract (Math) - same as line 19	\$ 35,460		\$ 35,460			1.3E+08	

229-1-011	Eligible	Direct Allocation	Support Services Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Dyslexia Consultant - We expanded the role of the dyslexia consultant to provide increased emphasis on supporting needs of struggling readers at the secondary level. Student performance data supports this need, as student performance data took a hit from COVID	\$ 32,000			\$ 32,000			1.3E+08	
229-1-012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL Curriculum Resource - A curriculum resource to help ESOL students regain learning lost during COVID	\$ 250,000		\$ 250,000				1.3E+08	
229-1-013	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	SPED Elem Integration Teachers (6.0 Gen Ed) - These are general educational teachers helping in the SPED classroom with student needs - helps account for a lack of SPED teachers and increased needs in SPED students as a result of COVID.	\$ 279,926		\$ 279,926				1.3E+08	
229-1-014	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	SPED Elem Integration Teachers Fringe Benefits - see line 27	\$ 47,688		\$ 47,688				1.3E+08	
229-1-015	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	SPED Elem Integration Teachers FICA/Med - see line 27	\$ 17,396		\$ 17,396				1.3E+08	
229-1-016	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	SPED Elem Integration Teachers Unempl - see line 27	\$ 229		\$ 229				1.3E+08	
229-1-017	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	SPED Elem Integration Teachers STD - see line 27	\$ 389		\$ 389				1.3E+08	
229-1-018	Eligible	Direct Allocation	Instruction		1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	CTE/PLTW kits - In alignment with Navigating Next to continue to expand career ready or real world learning goals. Additional supplies needed to decrease multi-touch supplies as part of mitigation.	\$ 221,814	\$ 46,000	\$ 87,907	\$ 87,907			1.3E+08	Object Code correction; clarification on what is being purchased; Applicant responded via email: *600 is valid as it is on other lines throughout the spreadsheet also, we can't explain why it didn't pre-populate here (see lines 19 & 40) The amounts listed should purchase up to 300 "Project Lead the Way Kits" which are robotics tools, including a classroom starter bundle, and optical and distance sensors. As of last fall, 60 total kits, optical sensors, and distance sensors cost \$43,789. (The price has increased since.) This is a necessity due to COVID, as students used to be able to share materials pre-COVID, but given health concerns and protocols and such, these extra materials allow for students to work in smaller groups and/or independently, decreasing the spread of germs.

229-1-019	Eligible	Direct Allocation	Instruction		12. Addressing learning loss among students, including vulnerable populations	Edgenuity - Provides a platform for students to learn particular courses virtually, now needed due to COVID	\$ 96,000		\$ 32,000	\$ 32,000	\$ 32,000	1.3E+08	Object code correction; Applicant responded via email: *650 is valid as it is on other lines throughout the spreadsheet also, we can't explain why it didn't pre-populate here. (see lines 15 & 20)
229-1-020	Eligible	Direct Allocation	Network Support	Technology-Related Repairs and Maintenance	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Desktop support break/fix - We bought lots of devices due to COVID; we need to be able to maintain these devices	\$ 350,000		\$ 350,000			1.3E+08	COVID related; Applicant responded via email: *Due to COVID, we purchased additional devices for all students. Also, devices began to go home at elementary and middle school for the first time. This led to increased need for maintenance, repairs, and replacements. Previously, devices had not gone home with any elementary aged students, and K-2 students didn't have their own device at school.
229-1-021	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	HS Intervention Specialists Salary - Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.	\$ 276,014				\$ 276,014	1.3E+08	
229-1-022	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	HS Intervention Specialists Fringe Benefits - see line 35	\$ 43,813				\$ 43,813	1.3E+08	
229-1-023	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	HS Intervention Specialists FICA/Med - see line 35	\$ 20,948				\$ 20,948	1.3E+08	
229-1-024	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	HS Intervention Specialists Unempl - see line 35	\$ 276				\$ 276	1.3E+08	
229-1-025	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	HS Intervention Specialists STD - see line 35	\$ 469				\$ 469	1.3E+08	
229-1-026	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Intervention Support - Various tools to support learning loss and compenstate teachers for after contract hours work when designing or providing interventions and support -more intervention and support is needed because of COVID	\$ 100,000		\$ 100,000			1.3E+08	Clarification; Applicant responded via email: This line covers salaries and related benefits to have 1 additional certified teacher, called an "Interventionist" at each high school. Because of COVID, an increasing number of students have significant learning loss and have become credit deficient at the high school level. The interventionist works with the students in greatest need, as determined by the building problem-solving process. Data points indicative of intervention need are student grades (D/F) and attendance. *Lines 35-39 are salaries and related benefits. No materials are included.
229-1-027	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Intervention Support - Various tools to support learning loss and compenstate teachers for after contract hours work when designing or providing interventions and support -more intervention and support is needed because of COVID	\$ 177,205		\$ 177,205			1.3E+08	Applicant responded via email: This is stipend pay at \$20/hour for after hours work for certified teachers. Materials to supplement the Tier 1 curriculum instruction (included in lines 40/41) that students didn't respond to initially will vary based on student need and building. *Line 40 is supplies/materials and line 41 is supplies-tech related. Neither include salaries.

229-1-028	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Extended Learning Opportunities Step Up & HS Summer School Stipends - K-12 summer school opportunities which are needed due to impacts of COVID and learning loss	\$ 237,959		\$ 33,044	\$ 100,134	\$ 104,781	1.3E+08	Information requested; Applicant responded via email: Based on last summer's data, we anticipate a summer staff of roughly 44 teachers per year. We have not started summer enrollment yet, so it is difficult to pinpoint an exact number here. Last summer, we had 1,725 students in the summer program. However, we anticipate that number to decline due to instituting course fees; though, we will continue to pay for transportation. Our summer programs are 4-5 weeks in length. More details follow... Summer Learning Planning is under way to extend learning opportunities into the summer months for K - 12 students. Staffing and leadership is being identified for these programs. ESSER III funds will offset associated costs. Special emphasis will be applied to attracting ESOL students and students from Title I schools to summer learning. The availability of transportation for these students will, again, ease the ability of these families to access summer learning. A general outline of the plan is provided below for your review while acknowledging details are still in progress. Please direct questions to Dr. Schmidt or Jennifer Luzenske. Locations & Programs Blue Valley North - HS Credit Recovery, & Design Fundamentals Blue Valley West - MS/HS Extended School Year (ESY) Blue Valley Service Center - ESY GEAR and 18-21 Hilltop Learning Center - Early Childhood ESY Harmony Middle School - Summer Explorations for grades 1-8 (enrichment and choice offerings), Cedar Hills Elementary School - ES ESY. Prairie Star Elementary - Step Up to Learning for grades 1-8 (academic summer school), High School - Virtual Summer Courses available (per former practice), Wilderness Science Center - Summer Exploration Dates - June 1 - June 30 (M-Th) 8:15 am - 12:00 noon - Extended School Year June 1 - June 30 Step Up to Learning & Summer Exploration - 3 hours M-Th mornings
229-1-029	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extended Learning Opportunities Step Up & HS Summer School FICA/Med - same as line 42	\$ 17,847		\$ 2,478	\$ 7,510	\$ 7,859	1.3E+08	
229-1-030	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Extended Learning Opportunities Step Up & HS Summer School Unempl - same as line 42	\$ 238		\$ 33	\$ 100	\$ 105	1.3E+08	
229-1-031	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Extended Learning Opp. Supplies Summer School - same as line 42	\$ 21,000		\$ 7,000	\$ 7,000	\$ 7,000	1.3E+08	
229-1-032	Eligible	True UP	Food Services Operations	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Food Service 0.25 FTE - More administrative work is now needed due to Federal Free Lunch program. This pays a portion of this person's salary for the work.	\$ 19,209		\$ 9,453	\$ 9,756		1.3E+08	
229-1-033	Eligible	True UP	Food Services Operations	Group Insurance	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Food Service Employee Fringe Benefits - see line 16	\$ 4,073		\$ 1,987	\$ 2,086		1.3E+08	
229-1-034	Eligible	True UP	Food Services Operations	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Food Service Employee FICA/Med - see line 16	\$ 1,459		\$ 718	\$ 741		1.3E+08	

229-1-035	Eligible	True UP	Food Services Operations	Unemployment Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Food Service Employee Unempl - see line 16	\$ 19		\$ 9	\$ 10		1.3E+08	
229-1-036	Eligible	True UP	Food Services Operations	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Food Service Employee STD - see line 16	\$ 35		\$ 17	\$ 18		1.3E+08	
229-1-037	Eligible	True UP	Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Increased Social Workers (1.5 FTE) - More social workers needed to help w student SEL needs, COVID created more isolation for students. This also helps with student wellbeing and mental health needs, and increases access for both internal and external resources.	\$ 71,390		\$ 71,390			1.3E+08	
229-1-038	Eligible	True UP	Social Work Services	Group Insurance	10. Providing mental health services and supports	Increased Social Workers Fringe Benefits - see line 20	\$ 11,922		\$ 11,922			1.3E+08	
229-1-039	Eligible	True UP	Social Work Services	Social Security Contributions	10. Providing mental health services and supports	Increased Social Workers FICA/Med - see line 20	\$ 5,426		\$ 5,426			1.3E+08	
229-1-040	Eligible	True UP	Social Work Services	Unemployment Compensation	10. Providing mental health services and supports	Increased Social Workers Unempl - see line 20	\$ 71		\$ 71			1.3E+08	
229-1-041	Eligible	True UP	Social Work Services	Other Employee Benefits	10. Providing mental health services and supports	Increased Social Workers STD - see line 20	\$ 121		\$ 121			1.3E+08	
229-1-042	Eligible	True UP	Social Work Services	Professional - Education Services	10. Providing mental health services and supports	Increased social workers (+8.4 + CM contract) - More social workers needed to help w student SEL needs, COVID created more isolation for students. This also helps with student wellbeing and mental health needs, and increases access for both internal and external resources.	\$ 2,018,018		\$ 1,149,174	\$ 429,422	\$ 439,422	1.3E+08	
229-1-043	Eligible	True UP	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Needs assessments - Various tools to better determine where our academic needs lie, processes which need to be enhanced to the difficulties COVID caused	\$ 432,000		\$ 144,000	\$ 144,000	\$ 144,000	1.3E+08	

229-1-044	Eligible	True UP		Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL cert staffing 2.0 - ESOL students experienced learning loss during COVID. This helps those students by providing more teachers, and lowering student:teacher ratios. Note that the next line adds paraprofessional support which also helps with this.	\$ 293,763		\$ 84,842	\$ 100,065	\$ 108,856	1.3E+08	
229-1-045	Eligible	True UP	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL para staffing 2.0 - ESOL students experienced learning loss during COVID. This helps those students by providing more para support.	\$ 108,694		\$ 32,650	\$ 37,423	\$ 38,621	1.3E+08	
229-1-046	Eligible	True UP	Instruction	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL Staffing Fringe Benefits - same as line 28	\$ 98,238		\$ 29,805	\$ 33,382	\$ 35,051	1.3E+08	
229-1-047	Eligible	True UP	Instruction	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL Staffing FICA/Med - same as line 28	\$ 31,083		\$ 9,851	\$ 10,449	\$ 10,783	1.3E+08	
229-1-048	Eligible	True UP	Instruction	Unemployment Compensation	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL Staffing Unempl - same as line 28	\$ 409		\$ 130	\$ 137	\$ 142	1.3E+08	
229-1-049	Eligible	True UP	Instruction	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	ESOL Staffing STD - same as line 28	\$ 695		\$ 220	\$ 234	\$ 241	1.3E+08	

229-1-050	Eligible	True UP	Support Services General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Staff recruiting stipends - COVID caused more open positions than ever before. Spending money on recruiting helps us find people to replace the COVID attrition.	\$ 53,904		\$ 26,952	\$ 26,952		1.3E+08	Applicant responded via email: These are 2 new temporary positions employed to aid in recruiting hard-to-fill positions primarily in Special Education. We have more openings in all fields (including Special Education) than ever before due to COVID-19, and with staffing and substitute demands due to the impact of COVID-related staffing issues, our HR department was stretched thin; so, adding these positions to help recruit has been key and helped put more adults in buildings.
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Kansas CommonApp (2020)

1912-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



pjbmbqrp

233_Olathe_ESSER III Plan_0819

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 233 Olathe

Applicant / Mailing Address

| PO Box 2000
| Olathe, KS 66063

Applicant / First and Last Name of Owner, CEO, or Executive Director | John Allison

Applicant / Email Address of Owner, CEO, or Executive Director | jallison@olatheschools.org

Applicant / Phone Number | 913-780-7000

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Olathe Public Schools

District Number | 233

Mailing Address Street Address	14160 S Black Bob Road
Mailing City	Olathe
Mailing Address Zip Code	66062
Authorized Representative of the District Name	Cassy Osborn
Authorized Representative of the District Position or Title	Director of Business & Financial Services
Authorized Representative of the District Email Address	cosbornec@olatheschools.org
Authorized Representative of the District Phone Number	+19137808129
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jhutchisonec@olatheschools.org
Other District Representative 2 Email Address	byeagerec@olatheschools.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.olatheschools.org/Page/11545

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We do not intend to utilize these funds to implement prevention and mitigation strategies. We have relied heavily on ESSER I and II funds for these items.

Engage in Meaningful Consultation with Stakeholders

Students

The Superintendent's Student Advisory Council, which includes student representation from all five high schools, was engaged in the fall of 2021 to provide input for our ESSER plan and gain their perspective on areas of need which have resulted from the pandemic. The priority areas of need identified by the students are as follows:

- Prioritize social emotional and mental health supports
- Maintain small class sizes
- Continue offering student enrichment opportunities

Our ESSER plan takes these recommendations into consideration.

Families

In November 2021, a survey was used to collect input from families in our district for our ESSER plan. The survey was emailed to all district parents and 3,020 parents responded. Input from families overwhelmingly expressed the following priorities:

- Retain quality teachers and other staff
- Hire the best talent for all positions
- Maintain small class sizes

Our ESSER plan takes these recommendations into consideration.

School and District Administrators including Special Education Administration

The administrative team initially met on October 25 to identify needs which have resulted from the pandemic. Administrators have subsequently met in smaller groups to review the survey responses received from other stakeholder groups. The following needs have been identified as priorities by our school, district, and special education administrators:

- Retain quality teachers and other staff
- Increase employee compensation
- Address learning loss which resulted from the pandemic

Our ESSER plan takes these recommendations into consideration.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

In November 2021, a survey was used to collect input from all district staff for our ESSER plan. The survey was emailed to all staff and 1,109 employees responded. Input from staff identified the following priorities:

- Retain quality teachers and other staff
- Increase employee compensation
- Maintain small class sizes

Our ESSER plan takes these recommendations into consideration.

Tribes

In November 2021, a survey was used to collect input from all district staff for our ESSER plan. The survey was emailed to all staff and 1,109 employees responded. Input from staff identified the following priorities:

- Retain quality teachers and other staff
- Increase employee compensation
- Maintain small class sizes

Our ESSER plan takes these recommendations into consideration.

Civil Rights Organizations including Disability Rights Organizations

The parent and staff surveys used in November 2021 asked respondents to identify whether they were affiliated with any civil rights organizations. 74 such responses were received providing input on our ESSER plan. The following priorities were identified:

- Retain quality teachers and other staff
- Recruit minority teachers to reflect the minority population of students
- Increase employee compensation

Our ESSER plan takes these recommendations into consideration.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved

Students

The parent and staff surveys used in November 2021 asked respondents to identify whether they were affiliated with any of these subgroups. Responses were received providing input on our ESSER plan from the following subgroups:

- Students with disabilities (1,108 responses)
- English language learners (505 responses)
- Children experiencing homelessness (340 responses)
- Students in foster care (324 responses)
- Migratory students (182 responses)
- Incarcerated students (38 responses)

The following priorities were identified:

- Address the staffing shortage
- Retain quality teachers and other staff
- Increase employee compensation
- Maintain small class sizes
- Increase supports for mental health

Our ESSER plan takes these recommendations into consideration.

Provide the Public the Opportunity to provide input and take such input into account.

The public was provided the opportunity to provide input on our ESSER plan through the staff and parent surveys, which were also completed by other member of the community. Overall, the following priorities gained the most support.

- Retain quality teachers and other staff
- Increase employee compensation
- Attract and hire the best talent for all positions

Our ESSER plan takes these recommendations into consideration.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

While the Olathe Public Schools has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Like many districts, we had fewer hours with students than in years past, moved in and out of learning modes multiple times, learned to teach and learn remotely (whether full time or hybrid) and we had a students and staff who were ill and we all responded to the strain, stress and toll of the pandemic in different ways. While the district had over 6,000 students enrolled in remote learning exclusively because of COVID during the 2020-21 school year, the Kansas State Assessment had to be given in-person. Remarkably, over 93% of our students participated. Remarkable when you consider that about 22% of our students were learning remotely full-time and had the option to not take the assessments. In general, our students performed similarly to where Olathe was in 2018-19 (the last time the assessment was given). In ELA, our lower grades performed slightly below their 2018-19 peers, which is reasonable, given the reduced time reading in school. In Math, our students in upper grades performed lower than their 2018-19 peers, in large part due to the increased number of standards at higher grade levels and the lost learning time beginning in the Spring of 2020. Nationwide, math scores lagged behind Reading scores for this reason. With regards to our Interim Benchmarking tool, NWEA MAP. Our students will need additional support beyond what has historically been in place. Costs will be significant to provide the continued and/or social-emotional mental health supports needed. Costs will be predominantly related to staff compensation in order to recruit and retain the staff needed.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

As Olathe looked at sub-group data from the Kansas State Assessment during the academic years of 2018-19 and 2020-21, it became clear that a response was needed to support our At-Risk students. Although our All-Student data reflected lower scores (more Level 1s) than in prior years, with regards to both Reading and Math, both our free and reduced and ELL students scored appreciatively lower in 2020-21 than students not in those subgroups (see table below). In response to the spring of 2020 school closings across the country, along with the uneven academic year of 2020-21, multiple organizations began to study the potential impacts and solutions to combat "learning loss." One solution raised many times over was leveraging a robust Multi-Tiered System of Supports (NCME, Branching Minds, Frontline, Illuminate - see below for urls to these resources to meet the evidence-based requirement). Believing MTSS to be the right path, ESSER funds were used to hire 25 MTSS Support Specialists to support learning loss with all students, but in particular those students in our Title and At-Risk buildings. Under our model, we hired individuals to support our teaching staff and students with training, modeling and resources to close gaps created by learning loss. Prior to the beginning the 2021-22 academic year, the 14 Reading and 11 Math MTSS Support Specialists were given 3 weeks of training in our MTSS processes and were each assigned to specific buildings. For our Reading specialists, they were tasked with initial and ongoing training of staff to administer phonics screeners and intervention tools to support struggling readers (Reading Recover Research - see url below to support ESSA evidence-based requirement). Additionally, we adopted a new structured phonics program the Reading specialists have supported in all of our elementary schools. We have also begun to leverage our Title Reading teachers in their home schools to assist in lifting MTSS and phonics for our at-risk populations. MTSS supports for reading are mandatory for K-12. Our Math specialists support the closing of learning gaps with students in our Title and At-Risk buildings who have opted in to math MTSS, with the expectation that all K-12 schools will be utilizing structured math MTSS within 3 years. Our math specialists support the training and implementation of our MTSS process, as well as the creation of support materials.

NCME - <https://onlinelibrary.wiley.com/doi/full/10.1111/emip.12357>

Branching Minds - <https://www.branchingminds.com/blog/mtss-organizing-principle-post-pandemic>

Frontline - <https://www.frontlineeducation.com/blog/rti-mtss-programs-after-covid-school-closures/>

Illuminate - https://www.illuminateed.com/wp-content/uploads/2021/06/LearningLoss_2021_Update_FB_031221.pdf

Reading Recover Research - <https://eric.ed.gov/?id=EJ688444>

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining ARP ESSER funds will be utilized to provide retention stipends, recruitment stipends and maintain and hopefully enhance staff pay and class sizes. In 2020-21, our operating funds saw expenditures exceed revenues by \$7.1 million, facilitating the need to utilize our contingency reserve funds. As with most school district, nearly 80% of our operating budget is committed to compensation. In order to adjust our budget accordingly, we would need to freeze salaries and reduce our work force which would result in higher class sizes and hurt retention and recruitment efforts, ultimately impacting student performance. In order to maintain class size and prevent our current work force from seeking employment in other districts, these funds must be be utilized to maintain and hopefully enhance compensation for our staff.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district will monitor success outcomes of ESSER funding within the regular data systems that are used. The district will continue the use of NWEA MAP, Kansas assessments, and ACT results to measure achievement. Additionally, the district will measure attendance rates and closely monitor credits being earned towards graduation by high school students.

Furthermore, Panorama SEL Assessment result will be utilized to measure the work in areas related to Social-Emotional Learning. Finally, staff recruitment and retention rates will be measured.

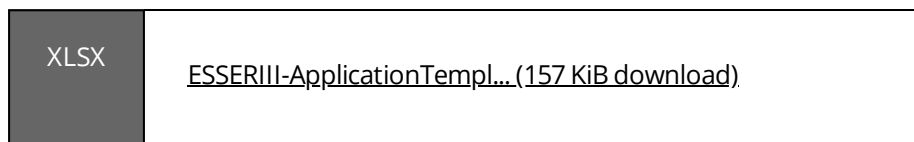
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA

proposes

to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Cassy Osborn

Date | 01/27/2022

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
233	Olathe	1/31/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
233-1-001	Eligible	Direct Allocation	Support Services Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These positions are highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. While our All-Student data reflects lower KAP scores, free and reduced and ELL students scored appreciatively lower in 2020-21. These coaches support our teaching staff and students with training, modeling and resources to close gaps created by learning loss. Reading coaches provide ongoing training of staff to administer phonics screeners and intervention tools. Math coaches support the training and implementation of our MTSS process, as well as the creation of support materials.	\$ 3,479,956			\$ 1,739,978	\$1,739,978	007.220 0.51110 0.000.0 00.0993 .000	
233-1-002	Eligible	Direct Allocation	Support Services Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These positions are highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. While our All-Student data reflects lower KAP scores, free and reduced and ELL students scored appreciatively lower in 2020-21. These coaches support our teaching staff and students with training, modeling and resources to close gaps created by learning loss. Reading coaches provide ongoing training of staff to administer phonics screeners and intervention tools. Math coaches support the training and implementation of our MTSS process, as well as the creation of support materials.	\$ 266,216			\$ 133,108	\$ 133,108	007.220 0.52200 0.000.0 00.0993 .000	
233-1-003	Eligible	Direct Allocation	Support Services Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	These positions are highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. While our All-Student data reflects lower KAP scores, free and reduced and ELL students scored appreciatively lower in 2020-21. These coaches support our teaching staff and students with training, modeling and resources to close gaps created by learning loss. Reading coaches provide ongoing training of staff to administer phonics screeners and intervention tools. Math coaches support the training and implementation of our MTSS process, as well as the creation of support materials.	\$ 3,828			\$ 1,914	\$ 1,914	007.220 0.52600 0.000.0 00.0993 .000	
233-1-004	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 1,813,050	\$ 1,813,050				007.100 0.51111 0.000.0 00.0993 .680	
233-1-005	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 635,800	\$ 635,800				007.100 0.51212 0.000.0 00.0993 .680	
233-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 187,337	\$ 187,337				007.100 0.52200 0.000.0 00.0993 .680	

233-1-007	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 2,449		\$ 2,449				007.100 0.52600 0.000.0 00.0993 .680
233-1-008	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 2,975		\$ 2,975				007.100 0.52900 5.000.0 00.0993 .680
233-1-009	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 111,350		\$ 111,350				007.210 0.51111 0.000.0 00.0993 .680
233-1-010	Eligible	Direct Allocation	Support Services (Students)	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 11,900		\$ 11,900				007.210 0.51210 0.000.0 00.0993 .680
233-1-011	Eligible	Direct Allocation	Support Services (Students)	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 185,300		\$ 185,300				007.210 0.51212 0.000.0 00.0993 .680
233-1-012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 23,604		\$ 23,604				007.210 0.52200 0.000.0 00.0993 .680
233-1-013	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 309		\$ 309				007.210 0.52600 0.000.0 00.0993 .680

233-1-014	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 368	\$ 368			007.210 0.52900 5.000.0 00.0993 .680
233-1-015	Eligible	Direct Allocation	Support Services Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 102,850	\$ 102,850			007.220 0.51111 0.000.0 00.0993 .680
233-1-016	Eligible	Direct Allocation	Support Services Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 86,700	\$ 86,700			007.220 0.51212 0.000.0 00.0993 .680
233-1-017	Eligible	Direct Allocation	Support Services Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 14,501	\$ 14,501			007.220 0.52200 0.000.0 00.0993 .680
233-1-018	Eligible	Direct Allocation	Support Services Instruction		16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 190	\$ 190			007.220 0.52600 0.000.0 00.0993 .680
233-1-019	Eligible	Direct Allocation	Support Services Instruction		16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 453	\$ 453			007.220 0.52900 5.000.0 00.0993 .680
233-1-020	Eligible	Direct Allocation	Support Services General Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 850	\$ 850			007.230 0.51111 0.000.0 00.0993 .680

233-1-021	Eligible	Direct Allocation	Support Services General Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 7,650	\$ 7,650			007.230 0.51212 0.000.0 00.0993 .680
233-1-022	Eligible	Direct Allocation	Support Services General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 650	\$ 650			007.230 0.52200 0.000.0 00.0993 .680
233-1-023	Eligible	Direct Allocation	Support Services General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 9	\$ 9			007.230 0.52600 0.000.0 00.0993 .680
233-1-024	Eligible	Direct Allocation	Support Services School Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 85,000	\$ 85,000			007.240 0.51111 0.000.0 00.0993 .680
233-1-025	Eligible	Direct Allocation	Support Services School Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 207,400	\$ 207,400			007.240 0.51212 0.000.0 00.0993 .680
233-1-026	Eligible	Direct Allocation	Support Services School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 22,369	\$ 22,369			007.240 0.52200 0.000.0 00.0993 .680

233-1-027	Eligible	Direct Allocation	Support Services School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 292	\$ 292			007.240 0.52600 0.000.0 00.0993 .680
233-1-028	Eligible	Direct Allocation	Support Services School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 255	\$ 255			007.240 0.52900 5.000.0 00.0993 .680
233-1-029	Eligible	Direct Allocation	Central Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 850	\$ 850			007.250 0.51111 0.000.0 00.0993 .680
233-1-030	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 96,900	\$ 96,900			007.250 0.51212 0.000.0 00.0993 .680
233-1-031	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 7,478	\$ 7,478			007.250 0.52200 0.000.0 00.0993 .680
233-1-032	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 98	\$ 98			007.250 0.52600 0.000.0 00.0993 .680

233-1-033	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 850	\$ 850			007.260 0.51111 0.000.0 00.0993 .680
233-1-034	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 227,800	\$ 227,800			007.260 0.51212 0.000.0 00.0993 .680
233-1-035	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 17,492	\$ 17,492			007.260 0.52200 0.000.0 00.0993 .680
233-1-036	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 229	\$ 229			007.260 0.52600 0.000.0 00.0993 .680
233-1-037	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 113	\$ 113			007.260 0.52900 5.000.0 00.0993 .680
233-1-038	Eligible	Direct Allocation	Student Transportation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 3,400	\$ 3,400			007.270 0.51212 0.000.0 00.0993 .680
233-1-039	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 260	\$ 260			007.270 0.52200 0.000.0 00.0993 .680

233-1-040	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 3	\$ 3			007.270 0.52600 0.000.0 00.0993 .680
233-1-041	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 155,550	\$ 155,550			007.310 0.51212 0.000.0 00.0993 .680
233-1-042	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 11,900	\$ 11,900			007.310 0.52200 0.000.0 00.0993 .680
233-1-043	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 156	\$ 156			007.310 0.52600 0.000.0 00.0993 .680
233-1-044	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to all staff, both certified and classified, employed with the district prior to July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a retention stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 793	\$ 793			007.310 0.52900 5.000.0 00.0993 .680
233-1-045	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 167,450	\$ 167,450			007.100 0.51110 0.000.0 00.0993 .679
233-1-046	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 153,850	\$ 153,850			007.100 0.51212 0.000.0 00.0993 .679

233-1-047	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 1,496	\$ 1,496			007.100 0.52200 0.000.0 00.0993 .679
233-1-048	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 23,084	\$ 23,084			007.100 0.52200 1.000.0 00.0993 .679
233-1-049	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 20	\$ 20			007.100 0.52600 0.000.0 00.0993 .679
233-1-050	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These stipends were paid to both certified and classified staff hired after July 1, 2021 and still in our employment as of December 15, 2021. With a significant number of vacancies across both academic and support areas, a recruitment stipend is needed to attract staff or class sizes will increase and the system will experience a loss of support to the education process. All staff were notified on November 5, 2021 that those qualifying would receive a recruitment stipend of \$850, as agreed upon between the BOE and professional association. These stipends were paid December 15, 2021.	\$ 302	\$ 302			007.100 0.52600 1.000.0 00.0993 .679

239_NorthOttawa_ESSER III Plan_0803



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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	North Ottawa County Schools
Applicant / Mailing Address	
716 East 7th Street	
Minneapolis, Kansas 67467	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Chris Vignery
Applicant / Email Address of Owner, CEO, or Executive Director	cvignery@usd239.org
Applicant / Phone Number	785-392-2167

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	North Ottawa County Schools
District Number	239
Mailing Address Street Address	716 West 7th Street
Mailing City	Minneapolis
Mailing Address Zip Code	67467
Authorized Representative of the District Name	Chris Vignery
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cvignery@usd239.org

Authorized Representative of the District | +17853353031
Phone Number

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | kshafer@usd239.org

Other District Representative 2 | Email Address | hnelson@usd239.org

Please paste a direct link of your school district's safe return plan that is posted on your website. | https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1336538/USD_239_District_Plan_for_Safe_I

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We will continue to follow our local health department's recommendations to whether or not masks will be mandated or optional. At this point, students and staff will have the option to wear masks or not. We will continue to provide hand-washing and hand-sanitizing for each student and staff member. Desks will be wiped down between all classes and extra cleaning will continue. Desks will remain three feet apart and contact tracing will be a part of our mitigation process. We will encourage those who have not been vaccinated to get the vaccination; however, it will be a personal choice. We will monitor our county's covid cases to determine if more stringent protocols need to be in place.

Engage in Meaningful Consultation with Stakeholders

Students

We used a google form to survey our students on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools.

Families

We used a google form to survey our families on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools.

School and District Administrators including Special Education Administration

The administration reviewed the responses from our stakeholders and determined the best way to meet the needs of the responses.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

We used a google form to survey our teachers/staff on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools.

Tribes

We currently do not have any tribes in our area.

Civil Rights Organizations including Disability Rights Organizations

We currently do not have any tribes in our area.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We used a google form to survey our students and families on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools.

Provide the Public the Opportunity to provide input and take such input into account.

The public had an opportunity for input through our site councils and local conversations through "Coffee with the Superintendent" and our Lions Club. The stakeholder in this group said they will trust the school district.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

When the pandemic started in March of 2020 schools and families were left with many questions. Our school district did see some academic loss because some students struggled to learn over Zoom during the spring of last year. We have seen an increase in social-emotional needs throughout our district during this school year. Secondary teachers and students are reporting more struggles with social-emotional well-being this year. Toxic stress is a reality for many of our students, families, and staff members. We know that we could use two full-time social workers and currently we have 1 1/2 and are looking to increase that to two for 2021-22. Depression and anxiety have increased for many of our students and so our focus will remain there. However, as those needs increase, we have seen an effect on those student's academics decreasing and therefore we will need to keep classroom loads small and increase staff to allow for small group activities as well as one on one work. We are seeing a trend in Early Childhood screenings and data that shows students with under-developed verbal skills, some new motor concerns, and general social-emotional needs. These have been exacerbated by the isolation of the pandemic. As a small school district all of our students, including special education students have been impacted and we are addressing those needs as well. Other areas we will continue to address are cleaning the facilities and hiring a part-time nurse to help with illness.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We will continue to offer an after-school program through May of 2023. Funds will be used for the 2021, 2022, and 2023 Summer School Program. We currently have a half-time social worker in our secondary building and we will use funds to make that a full-time position for 2021-2023. We will use ESSER III funds to keep our elementary classrooms small. Traditionally we have been able to keep our classroom sizes to 15-18 students; however, with the decrease in cash balances, we have planned to eliminate sections by not filling when teachers retire. ESSER II funds have given us the opportunity for the 2021-22 school year to begin the process (with two retirements taking effect at the end of this year). However, with students who need academic help and

having classroom sizes remain low, instead of having 24-25 per section in grades K-3, ESSER III funds will give us the opportunity to keep those classes low to help students academics and their SEL needs by keeping these sections low in numbers.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The majority of our ESSER III funds will be spent on summer school, after-school programs, social workers, and a school nurse. The remaining money will be used on technology/software to help us prepare for learning at home if needed. We plan on using the ESSER III money to improve teacher instruction and curriculum to meet the needs of the learning loss that has occurred due to the shutdown. The hiring of three additional aides for the classrooms will be utilized to help small group learning. We will also retain two teachers to keep the K-3 sections small to help with learning loss for the past year and a half.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will be working with McRel's "Classroom Instruction that Works," to help our teachers improve their instruction planning that will help with the design and delivery of effective instruction. This type of training will help all of our students but most importantly will help those who have struggled over the shutdown. Students who have attended our summer school program this past summer have made great gains academically and socially by using researched-based programs. We will carry this into the school year with our after-school program. The after-school program will help the students academically but will also help our working parents. All students are welcome to attend summer school and the after-school program. Transportation is provided for all who need it. We are looking at a K-3 ELA curriculum that will meet the needs of our students whether they are on-campus or off-campus because of a short shutdown. K-3 is an extremely important year for our students, so we will use ESSER III funds to make sure we can continue to offer smaller classes.

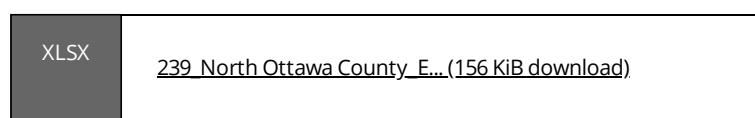
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and

educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Chris Vignery

Date | 08/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
239	North Ottawa	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
239-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This will allow us to continue to keep our K-3 grades in smaller class sizes as these levels are crucial to a students future	\$ 150,000			\$ 100,000	\$ 50,000	79.1000 .110.00	
239-1-002	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Our current nurse spends 90% of her time with grade school students. This allows us to have support at our secondary building.	\$ 40,000	\$ 20,000	\$ 20,000			79.2100 .120.03	
239-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These funds are used to help with the everchanging quarantines that happen and these staffers are available at all times to step in and help.	\$ 40,000	\$ 40,000				79.1000 .110.04	Applicant responded via telephone: Hired 2 full-time substitutes to be used in each building.
239-1-004	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will use this paraeducator to help with our title reading program to help learning loss.	\$ 15,000	\$ 15,000				79.2100 .120.02	
239-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds will be used to have summer school teachers for academic needs and social emotional needs. 10 Certified teachers for 100 students	\$ 49,000	\$ 12,000	\$ 23,000	\$ 14,000		79.1000 .110.03	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
239-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds will be used to have summer school aides for academic needs and social emotional needs. 5 classified staff for 100 students	\$ 15,500	\$ 2,000	\$ 9,000	\$ 4,500		79.1000 .120.01	
239-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Funds will be used to have after-school program teachers for academic needs. 8 teachers-60 students	\$ 28,500			\$ 14,500	\$ 14,000	79.1000 .110.02	
239-1-008	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Funds will be used to have after-school program aides for academic needs. 4 classified-60 students	\$ 9,000			\$ 4,500	\$ 4,500	79.1000 .120.02	
239-1-009	Eligible	Direct Allocation	Community Services Operations	Regular Certified Salaries	10. Providing mental health services and supports	We will be going from a 1.5 social workers to 2.0 to help with the social emotional needs of our students.	\$ 50,000			\$ 25,000	\$ 25,000	79.3300 .110.01	
239-1-010	Eligible	Direct Allocation	Support Services General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Administration working overtime to prepare for the upcoming school year to prepare for COVID.	\$ 5,000	\$ 5,000				79.2300 .110.01	

239-1-011	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Providing extra pay for classified staff who will be returning to work during this pandemic. Trying to find employees has been difficult during these times.	\$ 40,000		\$ 40,000				79.1000 .120.01	Applicant responded via email: 44 classified staff will be paid Premium Pay. \$1,000 if they are full-time employees and \$750 if they are part-time employees. The anticipated date is September 15, 2021.
239-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	FICA for Summer School and After-School Staff	\$ 8,000		\$ 1,000	\$ 4,000	\$ 3,000		79.1000 .220.00	
239-1-013	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Providing technology support to help drive instruction that will enable us to meet each child where they are at.	\$ 48,000		\$ 24,000	\$ 24,000			79.1000 .730.00	Applicant responded via email: Part of the 20% for learning loss. 100 Chromebooks will be purchased to allow our students to take home with them for continued educational support due to the learning loss they incurred during the shutdown of schools. These chromebooks will benefit Title I students, students on an IEP, and students who are at-risk.
239-1-014	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software renewals for items needed due to the pandemic and remote learning, not limited to the following: SeeSaw, Brainpop, Panorama, Reflex Math, iStation, Go Guardian, Grammarly, No Red Ink, and Renaissance Learning. All of these items will assist students in meeting learning loss and the ability to be away from school to access.	\$ 42,490		\$ 42,490				79.1000 .610.00	
239-1-015	Eligible	Direct Allocation	Support Services Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	McRel will be providing year long training that will provide support for all teachers to design and deliver effective instruction for all students and especially our most vulnerable populations.	\$ 47,100		\$ 47,100				79.2200 .330.00	Applicant responded via telephone: Part of the 20% for learning loss. This professional development will provide capacity-building within our teaching staff for historically underserved student subgroups (such as poverty, students with disabilities and students identified as at-risk of failing).
239-1-016	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	ELA curriculum for our K-3 that will give us an opportunity for at-home learning, learning loss, and strategies to help improve learning.	\$ 50,000		\$ 50,000				79.1000 .644.00	
239-1-017	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies to keep everyone safe from COVID	\$ 28,237		\$ 10,000	\$ 10,000	\$ 8,237		79.2600 .700.00	

Kansas CommonApp (2020)

1946-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



YXlvadjY

242_Weskan_ESSER III Plan_Submission_081721

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 242 Weskan Schools
Applicant / Mailing Address	
219 Coyote Blvd. Weskan, KS 67762	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Amy Rother
Applicant / Email Address of Owner, CEO, or Executive Director	arother@weskanschools.org
Applicant / Phone Number	785-943-5222

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Weskan Schools
District Number	242

Mailing Address Street Address	219 Coyote Blvd.
Mailing City	Weskan
Mailing Address Zip Code	67762
Authorized Representative of the District Name	Amy Rother
Authorized Representative of the District Position or Title	superintendent
Authorized Representative of the District Email Address	arother@weskanschools.org
Authorized Representative of the District Phone Number	+17859435222
Would you like to additional district representatives to the application?	No
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://docs.google.com/document/d/1Pm8nv0kk2tbvY10JYuZv-OYPfv5C4vFztPTG5uWKYSQ/edit?usp=sharing

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We have used ESSER I funds for cleaning supplies, masks, and other mitigation supplies. For ESSER II funds, we focused on evidenced-based reading and math curriculum to mitigate learning loss. In ESSER III, we will continue to improve our technology in case we should have to return to remote learning, as well as provide summer school, tutoring, a remediation aide, preschool curriculum, and textbooks for better aligned programs so that we can hopefully get our kids caught back up from the COVID slide. The ESSER III 20% set aside for learning loss will be used specifically for a jh/hs tutor, summer school, a new elementary aide, and new reading and math curriculums. The aides and tutors will use these evidenced-based reading and math programs to get caught back up by providing systematic, vertically-aligned programs.

Engage in Meaningful Consultation with Stakeholders

Students

During the student back-to-school meeting on August 17, 2021, at 7:50-8:15 a.m., Mrs. Rother discussed the ESSER III with all jh/hs students to gain their input. The students voiced they were very interested in getting new computers and in getting a computer program back in our schedule with a new computers teacher. We formed a computer committee, which included a student representative, to help choose which new computers we needed, and we worked with the NHS students to decide which computer programs were important to teach. Kids know a lot about technology and were very helpful in selecting them! We also gave students a survey asking their opinions on what would be important to use our funds on. Top 3 Student Survey Results: computers teacher, curriculum, computers. Because of the student voiced need for 1-1 laptops, we moved that to a high priority, wrote another grant to help fund a portion of these, and used student helpers to help us choose what to order. We also added a computers program back into the schedule and will order new reading and math curriculums. In addition, we hope to help mitigate learning loss for this group by hiring summer school teachers, a jh/hs before and after school tutor, and an additional elementary aide.

Families

We emailed parents about a public hearing on 8/7/21, as well as held a public hearing about it on Monday, 8/9/21. We also emailed out a parent survey. Parent survey top 3 results: Aide, curriculum for reading/math, additional technology. We used this information to budget in an elementary aide. Teachers then began researching math and reading curriculums, and parents and teachers have worked together evaluating our new curriculum for our local needs. We also sent out a survey asking if families had 1-1 devices at home, and we found out that when we add all of our devices together, we were still 27 laptops short of meeting our 100 student population needs, so we added in ESSER II & III funds and an Emergency Connectivity Grant to get 27 more laptops to meet this need.

School and District Administrators including Special Education Administration

There is only one administrator in this district. I reached out to myself quite well :). The administration see a need for a computers teacher and summer school the most. A survey was also sent to the special education department. They recommended to look at curriculum, aide, summer school, computers. All of this input was used to help develop our plan. We feel special education students will especially benefit from the extended learning activities of summer school and before/after school tutoring.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

We discussed the ESSER III funding needs and uses at teacher in-service on August 12, 2021, at 8:00 a.m. This meeting included building and district leadership council members and Weskan Teacher's Association members, as well as teachers and paras. Elementary teachers wanted an extra aide in the in the 2023-24 school year especially, so that they had a few years to implement the new curriculum then had an aide to provide Tier 2 (small group) and Tier 3 (1-1) support for that curriculum. They also suggested specific types of desks to space out students better, so we added that to the list of items. A teacher survey was also given. The top 3 from that survey were: computers teacher, curriculum, technology. All of this information was used to create our ESSER III plan.

Tribes

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

Tribes we contacted: Alex Red Corn (Osage)

Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA) aredcorn@ksu.edu, Jennifer Attocknie (Comanche) Lawrence Public Schools Coordinator for Native American Student Services (NASS) jattockn@usd497.org, Max Bear,

Cheyenne & Arapaho Tribes mbear@c-a-tribes.org

Survey: <https://forms.gle/KEvop7uy858fsejR8>

While we did not hear back from anyone at present, we have still implemented the following supports which we believe will benefit our Native American students:

Summer School

JH/HS Tutoring

Reading/Math Curriculums

Elementary Aide for additional support

Should we hear back from any tribe, we will use their survey to consider future adjustments to our plan.

Civil Rights Organizations including Disability Rights Organizations

Sent survey to: info@aclukansas.org American Civil Liberties Union of Kansas, Kansas Action for Children (sent link via their website contact page: <https://www.kac.org/contact>), Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact/>). Here is a link to the survey I sent:

<https://forms.gle/SPFvs5G5Pkcp3udt6>

We reached out to the civil rights organizations in Kansas above with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. The top items listed from this population from the survey were: behavioral supports, social emotional learning, facility upgrades, and early learning. We take the information from these surveys under consideration to help us develop our plan. The planning team decided to add in early childhood curriculum that aligns with our elementary program in part because of these results. In addition, we feel these strategies will help this specific population:

tutoring

summer school

additional individual seating for facility safety

early childhood curriculum

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our ESL teachers suggested providing textbooks in different languages, as needed, as this was one concern in purchasing new curriculum. We only have one family with foster children, and administration met with them at the beginning of school to assess needs their needs. We sent a survey to all parents and teachers that work with these special populations. They felt computers, curriculum, and an aide were important. One parent mentioned mental health care was important. We decided not to include more mental health services at this time due to lack of qualified people in our area and due to the fact that only one parent voiced this. However, that is now on our radar, and if needed, we can use other funds for that concern. We used all of this feedback to build our ESSER III spending plan. We feel the tutoring, aide, summer school, and curriculum will be very beneficial for underserved populations to mitigate learning loss. Having a systematic reading curriculum that explicitly teaches phonemic awareness, phonics, and vocabulary will be especially useful for our ELL students as they learn a new language. The tutoring and aide will be a benefit for providing extra learning opportunities and reteaching opportunities for our underserved populations, especially our children in foster care and children with disabilities, as well.

Provide the Public the Opportunity to provide input and take such input into account.

We had a public hearing over the proposed ESSER III budget before the regular school board meeting on August 9, 2021. We also sent a survey to all parents. Parent survey top results: Aide, curriculum for reading/math, additional computers. The administration met with community organizations to gain Input on ESSERIII funding ideas on December 1, 2021, at 12:00 at the diner in Sharon Springs, KS, too. Representatives from the following groups were invited, and around 15 representatives attended: Service Organizations, Food Bank, Firefighters, EMTs, Museum, Strand, WCAA, Churches, Scouts, 4-H, Cruisers/Rotary for Car Show, Weskan CIA, WCCCC, Golf Club, Prairie Village, County, City, Chamber of Commerce, Amusement Ass'n, State Representatives, Schools, Rotary Club, Health Care, Student Council, 4-H Council, & Booster Clubs. Their comments included wondering if we should spend money on COVID testing kits, although we have been able to get testing adequately from the public health and hospital, as needed, so we did not include that in our plan. They also suggested technology, and particularly specific programs we teach on the computers, as many of them are businesses and see the importance of typing, Microsoft products, google products, and Quickbooks. One also liked the idea of student desks to space students out more. Because of this, we added Quickbooks to our agriculture leadership class, although we did not use ESSER funds for this specific program. We used all of their input and ideas to help formulate our plans for the ESSER III moneys.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Prek-12th graders suffered a learning loss due to the COVID-19 shut down.

On the Star Math Assessments, from Winter 2019 to Fall 2020, 16% of our student body that was on grade level fell to below grade level in the on watch or intervention categories, due to the Spring COVID shut-down. Overall, there was a two category drop for this 16% from at/above to down to intervention, skipping the on watch level.

On the Star Reading Assessments, from Winter 2019 to Fall 2020, 15% of our student body that was on grade level fell to

below grade level in the on watch or intervention categories, due to the Spring COVID shut-down. In addition, our average ACT scores fell almost a whole point from 19.6 in 2019 to 18.7 in 2020.

The implications of social-emotional issues arising due to the COVID-19 stress is still being felt. Having students' entire lives disrupted, from not being able to attend school, to almost daily stress of who is going to be quarantined, to health issues arising from COVID exposure, to losing out in valuable experiences like prom, graduation, sports, music festivals, etc., our students have truly been affected emotionally by the COVID pandemic. Our students have had to deal with uncertainty, loss, and almost daily fluctuations in routines. These changes have been particularly difficult for students that had to attend school virtually while both parents worked. Virtual school was also very difficult for our at-risk and special education populations, who struggle learning and staying on-task with a normal school environment. Without the support of having an actual aide by their side, virtual school was especially problematic for them, and many failed classes that they would not have normally failed. We will be having to remediate and offer credit recovery classes for courses that we have never had to do before, as well as re-teach our students how to get back into the routine of school.

Our plan to mitigate this learning loss includes hiring a junior high/high school before and after school tutor, summer school teachers, an elementary aide, purchasing new reading and math curriculums. The aides and tutors will use the newly aligned, evidenced-based curriculums to help our students make gains. We are required to spend at least 20% of our ESSER III funds on learning loss, but because we feel this is such an important area, we will be spending about 33% in this category.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Our plan to mitigate this learning loss includes hiring a junior high/high school before and after school tutor, summer school teachers, and an elementary aide to provide extra reteaching and support to our students. We plan to offer summer school for 60 hours per summer for jh/hs and 70 hours per summer for elementary students through the next three summers. We are adding in new evidenced-based reading and math curriculums to help mitigate learning loss. We will also require before and after school tutoring for students that have extended absences or have D's or F's in class, as well as any other students that choose to attend. The aides and tutors will use the newly aligned, evidenced-based curriculums to help our students make gains.

We are required to spend at least 20% of our ESSER III funds on learning loss, but because we feel this is such an important area, we will be spending about 33% in this category. Out of our \$82,627 ESSER III moneys, we plan to spend \$12,867 on summer school, \$11,315 on a jh/hs tutor, \$10,861 on an elementary aide, and another \$5141.37 on curriculum. We feel the extra summer school, tutoring using our new curriculum, and having an additional elementary aide to provide reteaching in small group or one-on-one will give our students the best chance of succeeding.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We have researched and adopted new math and reading curriculums so we have vertically aligned, evidence-based best practices being used in our classrooms to try to combat the learning loss from COVID and online learning. We feel having current, comprehensive curriculums will help our students catch back up quicker from the COVID learning loss and will provide a more comprehensive alignment from grade to grade. The Amplify and My Perspectives programs were chosen because they closely follow the science of reading and provide direct instruction on phonological awareness, phonics, vocabulary, grammar, writing, and fluency. Our current program is home-made and does not provide systematic instruction in these areas from year to year. The Bridges Math and Illustrative Mathematics programs were chosen because they provide evidence-based hands-on instruction providing systematic building upon concepts--teaching the kids a broad understanding of mathematical thinking and problem solving instead of just memorizing math facts or shortcuts. Having these programs will provide a consistent way to build upon the instruction taught the previous years. Until now our reading and math programs did not provide vertical alignment, as they were teacher made, so there were gaps in learning. We feel having these programs will speed up our recovery of learning loss due to COVID by providing systematic, aligned programs.

With our remaining ESSER III funds, we will provide a part-time computer teacher to teach typing, Google app, and Microsoft product skills to our students. We will also use ESSER III funds to purchase technology and desks so we can spread out our

students to reduce COVID exposure, as needed.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We have a data committee that looks at the data of our students monthly to ensure that no student that needs services are left without them. We utilize grades, attendance, STAR reading and math, DIBELS, state assessments, and formative data to respond to each student's individual needs. We provide Student Improvement Team meetings with parents and students to meet with teachers to brainstorm ways to help struggling students. We also provide ESL services and special education plans for students that need it. We feel our disproportionately impacted families will especially benefit from the new summer school, tutoring, and curriculum, as well as having the opportunity to take home a school owned technology device now to complete assignments.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease

Control and

Prevention (CDC) guidance;

- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to

records;

conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Amy Rother

Date | 08/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
242-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	We have realized our students are not well prepared for the virtual learning environment. In order to prepare for if we have to go back online, we need to teach our students how to use computers better. One issue we have is that we have 0 computer teachers in our district. We now know how important it is to teach the kids how to use technology. We want to hire a part-time computer teacher (29% of the day) to teach 3 computer classes since we currently do not have this. This person will teach one class of 7th grade keyboarding, one class of 8th grade computers which will include how to use Google apps, and one class of a lower hs level computers to teach 9-10th graders how to use Microsoft products, as well as more advanced online systems. We will also help inventory computers, get the right technology to the right kids, and identify further technology needs.	\$ 29,406		\$ 9,657	\$ 9,802	\$ 9,947	07-1000-110-3	
242-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Soc. Security Expenses for Part-Time Computers Teacher	\$ 2,250		\$ 739	\$ 750	\$ 761	07-1000-220-3	
242-1-003	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment for Part-Time Computers Teacher	\$ 30		\$ 10	\$ 10	\$ 10	07-1000-260-3	
242-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	In order to help with the COVID learning loss, we'd like summer school for the next three summers. This money will provide 70 hours of instruction for elementary students and 60 hours of instruction for JH/HS students for each summer for the next three summers. We will hire 2-4 certified teachers at their per diem rate to provide these extra hours of learning. Activities will include: reading and math remediation, reading/math tutoring, credit recovery courses, and enrichment activities. We hope to utilize our summers to help our students get back on track. All students will be allowed to attend summer school, but we will focus on recruiting students who have failed courses or are academically behind by calling their parents and recruiting them especially.	\$ 11,940		\$ 3,980	\$ 3,980	\$ 3,980	07-1000-110-3	
242-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for Summer School Teachers	\$ 915		\$ 305	\$ 305	\$ 305	07-1000-220-3	
242-1-006	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment for Summer School Teachers	\$ 12		\$ 4	\$ 4	\$ 4	07-1000-260-3	
242-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will hire a head teacher JH/HS for tutoring for \$3500/yr. to take on additional duties due to COVID learning loss and extended absences due to quarantines or illness. This person will provide tutoring support to junior high and high school students that miss extended class time. She will use our new programs (see curriculum/learning loss info. in following sections) and their specific intervention sections to provide additional learning opportunities for students. Should a student miss more than 6 school days during a semester, this person will ensure the student makes up time hour-for-hour in tutoring. In addition, to help students who may fail, we have implemented a new policy where we will require every 7-12 grade student who has a D or F to attend tutoring for 20 minutes per week before or after school. We are on a four-day school week, so some Friday tutoring may also be needed. The head teacher will provide tutoring for a half hour before school and an hour after school Monday-Thursdays. She will make sure they attend, contact parents to help problem solve any issues with coming to tutoring, and will provide tutoring services. This will help catch up kids academically who have had extended absences.	\$ 10,500		\$ 3,500	\$ 3,500	\$ 3,500	07-1000-110-3	
242-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for JH/HS Tutor	\$ 804		\$ 268	\$ 268	\$ 268	07-1000-220-3	
242-1-009	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for JH/HS Tutor	\$ 11		\$ 4	\$ 4	\$ 4	07-1000-260-3	

242-1-010	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We have researched and adopted new math and reading curriculums so we have vertically aligned, evidence-based best practices being used in our classrooms to try to combat the learning loss from COVID and online learning. In the 2021-22 school year, we would like to purchase Prek Bridges Math for \$1388 and Prek Amplify Reading for \$954. This will allow our early childhood programs to align with the elementary program. I have also allotted \$799-\$1000 per year for textbooks for our new programs: Prek-5th Grade Bridges Math, Prek-6th Grade Amplify Reading (which is aligned completely to the Science of Reading), 6-8th grade Illustrative Mathematics, and 6-12 grade My Perspectives Reading Curriculum. We feel having current, comprehensive curriculums will help our students catch back up quicker from the COVID learning loss and will provide a more comprehensive alignment from grade to grade. Because of COVID, on the Star Math Assessments, from Winter 2019 to Fall 2020, 16% of our student body that was on grade level before COVID fell to below grade level in the on watch or intervention categories. Overall, there was a two category drop for this 16% from at/above to down to intervention, skipping the on watch level. On the Star Reading Assessments, from Winter 2019 to Fall 2020, 15% of our student body that was on grade level before COVID fell to below grade level in the on watch or intervention categories. In addition, our average ACT scores fell almost a whole point from 19.6 in 2019 to 18.7 in 2020. To combat this reading and math learning loss, we have researched and adopted new math and reading curriculums. The Amplify and My Perspectives programs were chosen because they closely follow the science of reading and provide direct instruction on phonological awareness, phonics, vocabulary, grammar, writing, and fluency. Our current program is home-made and does not provide systematic instruction in these areas from year to year. The Bridges Math and Illustrative Mathematics programs were chosen because they provide evidence-based hands-on instruction providing systematic building upon concepts-teaching the kids a broad understanding of mathematical thinking and problem solving instead of just memorizing math facts or shortcuts. Having these programs will provide a consistent way to build upon the instruction taught the previous years. Until now our reading and math programs did not provide vertical alignment, as they were teacher made, so there were gaps in learning. We feel having these programs will speed up our recovery of learning loss due to COVID by providing systematic, aligned programs. Because of COVID, on the Star Math Assessments, from Winter 2019 to Fall 2020, 16% of our student body that	\$ 5,141		\$ 3,342	\$ 1,000	\$ 799	07-1000-644-3
242-1-011	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We would like to give our new curriculums two years to catch kids back up. For the third year, we plan to hire an early childhood/elementary aide to add additional support for any students that are not yet back on grade level. This money would hire one aide for 7 hours per day at \$10/hr. for 144 school days. This aide would use the evidenced-based curriculums (see above) and work 1-1 or in small groups to provide further support for any students that need it.	\$ 10,080			\$ 10,080	07-1000-120-3	
242-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for aide	\$ 771			\$ 771	07-1000-220-3	
242-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for aide	\$ 10			\$ 10	07-1000-290-3	
242-1-014	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased 14 laptops from CDW-G to send home with students during to COVID quarantines and also for cleanliness so students don't have to share equipment. We also purchased these to reduce COVID learning loss, as our new reading program that we bought with ESSERII funds has online portions that the students now need their own devices for. The laptops will be used with that program to hopefully catch students back up. We received an ECF grant that helped pay for a portion of the total \$12,740 cost of these devices.	\$ 7,085		\$ 7,085		07-1000-700-3	
242-1-015	Eligible	Direct Allocation	Instruction	Property	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We need to buy 18 more desks so that classrooms can have desks instead of tables to be able to spread kids apart, as per CDC guidelines.	\$ 3,672		\$ 3,672		07-1000-700-3	

Kansas CommonApp (2020)

1951-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

255_South_Barber_ESSER III_Plan_0324



zyjVoBVx

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | South Barber USD 255

Applicant / Mailing Address

| 512 Main Street

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mylo Miller

Applicant / Email Address of Owner, CEO, or Executive Director | mylom@southbarber.com

Applicant / Phone Number | 833-722-7237

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0720250

Applicant / Website Address (if applicable) | www.southbarber.com

Applicant / Mission Statement (if applicable)

| "The mission of South Barber USD 255 is to guide each student along his or her path from dependence to independence to passionately enrich our world. My path. Our world."

Application details

Full District Name	South Barber USD 255
District Number	255
Mailing Address Street Address	512 Main Street
Mailing City	Kiowa
Mailing Address Zip Code	67070
Authorized Representative of the District Name	Mylo Miller
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mylom@southbarber.com
Authorized Representative of the District Phone Number	+16202132210
Would you like to additional district representatives to the application?	No
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.southbarber.com/covid-19

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Spreading students out in tight areas has been a consistent message from the CDC, we are really needing to spread our students out social distance better on our bus routes. We have very few options and need to increase the capacity for safe transport in a rural district which has students spread out all over the county. Social distancing and quality air ventilation, these are the two areas that we need support for reopening school safely in order to mitigate the spread of infectious disease.

Engage in Meaningful Consultation with Stakeholders

Students

We engaged our STUCO group and they led a survey collection to the rest of the student body. The survey collected responses from students in regards to what they believed to be some of our biggest challenges in protecting our district from COVID-19.

Families

We had a parent in regards COVID and the ESSER Plan. The outcome was positive, so far everyone seems to be on the same page in regards to what is needed to make our school district safer.

School and District Administrators including Special Education Administration

We met with school and district administrators and discussed what our needs are, and the outcome went well.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

We met with teachers, principals, leaders, other educators, school staff, and their unions and discussed what our needs are, and the outcome went well.

Tribes

We met with tribes and discussed what our needs are and the outcome went well.

Civil Rights Organizations including Disability Rights Organizations

We had a meeting with civil rights organizations including disability rights organizations and the meeting went well.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We met with leaders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students and listen to their feedback and incorporated it into the plan.

Provide the Public the Opportunity to provide input and take such input into account.

We had a public meeting after meeting with the various groups mentioned above in the application. We announced the public meeting time. The outcome was well, we didn't have many attend after we already met with the smaller groups individually. The outcome went well and everybody supportive.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has been difficult for everybody in the district. We have people in our town who have passed away, kids missing school, interrupted learning, unexpected costs. COVID-19 has impacted every student population group and every family in some way or another.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.

- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We will have summer school again next summer 2022. Our school teachers, parents, and leaders are interested in AVID Advancement Via Individual Determination. being incorporated in our district.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining funds was agreed upon by our stakeholders to really focus on two areas, 1. Social Distancing in transport 2. Better Air Ventilation.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our summer school and AVID interest district-wide addresses the specific interventions our community believes to be important to reach all students who need to catch up and succeed academically.

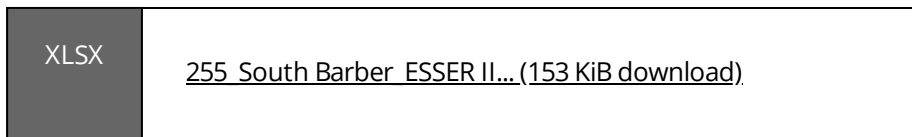
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse

range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report

Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mylo Miller

Date | 07/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
255	South Barber	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
255-1-001	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. 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	Upgrades to heating and air systems to provide better ventilation and air quality.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	84	Applicant responded via email: HVAC unit with ionization updates for pulling outside air in for better ventilation in classrooms to mitigate virus spread particularly COVID-19. Allowable if CDC guidelines are met. Capital Improvement documentation required. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
255-01-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school, professional development, AVID contract.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	84	Applicant responded via email: HVAC unit with ionization updates for pulling outside air in for better ventilation in classrooms to mitigate virus spread particularly COVID-19. Allowable if CDC guidelines are met. Capital Improvement documentation required.
255-1-003	Eligible	Direct Allocation	Student Transportation	Property	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchasing additional transportation in order to safely social distance students in commute.	\$ 145,128	\$ 145,128	\$ -	\$ -	\$ -	84	Applicant responded via email: 8 staff members and 70 students catching up on credits needed and making up days missed due to the coronavirus pandemic interruptions. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

262_Valley Center_ESSER III Plan_8192021



qMEoaEDq

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Valley Center

Applicant / Mailing Address

143 S. Meridian
Valley Center, KS 67147

Applicant / First and Last Name of Owner, CEO, or Executive Director | Cory Gibson

Applicant / Email Address of Owner, CEO, or Executive Director | cory.gibson@usd262.net

Applicant / Phone Number | 3167557000

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0600478

Applicant / Website Address (if applicable) | www.usd262.net

Applicant / Mission Statement (if applicable)

The Staff and Students Will Develop
the Knowledge, Skills, and Character
Necessary for Current and Future Success.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

PDF	SKM_C300i21032413100(1)....(114 KiB download)
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Applicant / Board Member List (if applicable)

PDF	Board Members - Valley Ce...(517 KiB download)
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Fiscal Agent / Name (if applicable) | Susan Harris

Fiscal Agent / Email (if applicable) | susan.harris@usd262.net

Fiscal Agent / Mailing Address (if applicable)

143 S. Meridian Valley Center, KS 67147

Application details

Full District Name | Valley Center Public Schools

District Number	262
Mailing Address Street Address	143 South Meridian
Mailing City	VALLEY CENTER
Mailing Address Zip Code	67147
Authorized Representative of the District Name	Cory Gibson
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cory.gibson@usd262.net
Authorized Representative of the District Phone Number	+13167557000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	susan.harris@usd262.net
Other District Representative 2 Email Address	mike.bonner@usd262.net
Please paste a direct link of your school district's safe return plan that is posted on your website.	http://p7cdn4static.sharpschool.com/UserFiles/Servers/Server_257022/File/District%20File/2021/8.12.21USD%20262%20

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Masks are optional, however, encouraged while indoors and social distancing cannot be maintained. The district highly encourages students and staff who have not been vaccinated, to wear masks.

Masks are required for drivers and passengers, regardless of vaccination status, on district vehicles while transporting students. (see 42 USC 264a 42 CFR 70.2, 71.31(b), and 71.32(b))
Masks are required for students and staff who are asymptomatic close contacts and are electing to participate in the daily testing program in order to remain in school.

Masks must be worn by non-USD 262 employees and students, regardless of vaccination status, when visiting a USD 262 school building during the school day. Masks will be made available upon check-in for those who do not have one.

For activities identified as high-risk by the Sedgwick County Health Department (SCHD), school-based situations involving multiple positive cases, significant changes to the positive percentage rates in the area, or upon any mandates of the CDC, state, local, and/or county health officials, USD 262 may put into effect additional masking guidelines and/or requirements.

To the extent possible, distancing measures will be followed, and student groups will be assigned seating in classrooms, during lunch, and on transportation to reduce the number of others who may be exposed.

Enhanced cleaning protocols will occur in district facilities and on school buses. High-touch areas will be wiped down periodically throughout the day. The district will continue to improve ventilation in buildings with strategic HVAC settings which include increased outside airflow. Frequent handwashing/sanitizing is important. Sanitization stations are placed throughout the schools. Students will be reminded of the importance of handwashing/sanitizing. Sneezes and coughs should be covered with a tissue or elbow.

USD 262 will continue to work with and follow the guidelines and requirements of Sedgwick County Health Department. Low risk and high-risk contacts will be identified and the appropriate protocols followed for each.

The district is working closely with state and local health officials to provide regular and ongoing testing for COVID-19 of students and staff that may be considered high-risk contacts. A negative result will allow the student/staff member to continue coming to school in many cases.

Engage in Meaningful Consultation with Stakeholders

Students

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. Principals, particularly at the secondary level will engage student groups to provide feedback. Adjustments to our plan will continue to be made based on the feedback.

Families

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. Each principal will meet with an advising group of parents/guardians to explain our proposal and solicit feedback. Adjustments to our plan will continue to be made based on the feedback.

School and District Administrators including Special Education Administration

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. The superintendent included the entire administrative cabinet to create the proposal. Additionally, feedback will be requested on an ongoing basis. Adjustments to our plan will continue to be made based on the feedback.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. The superintendent relied on the administrative cabinet, including building principals, to create the proposal. Each principal will meet with an advising group of teachers to explain our proposal and solicit feedback. The local bargaining unit has signed a Memorandum of Understanding for those areas that are considered negotiable. The assistant superintendent will meet with an advising group of classified staff members to explain the proposal and solicit feedback. Additionally, feedback will be requested on an ongoing basis. Adjustments to our plan will continue to be made based on the feedback.

Tribes

The district is unaware of any specific Tribes in our district. However, the district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form.

Civil Rights Organizations including Disability Rights Organizations

The district is unaware of any specific Civil Rights Organizations in our district. However, the district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. The district's special education director will meet and provide an advising group of parents/guardians of students with disabilities to explain our proposal and solicit feedback.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form. Each principal will meet with an advising group of parents/guardians who represents various stakeholders to explain our proposal and solicit feedback. Adjustments to our plan will continue to be made based on the feedback.

Provide the Public the Opportunity to provide input and take such input into account.

The district has provided a summary of our ESSER III plan on our website since mid-July and continues to solicit feedback through an online form.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID -19 had an impact on students from mental health to academic health. The number of students receiving mental health services from a licensed master's level social worker doubled last year. Additionally, students reported more stress and anxiety about the unknown and loss of time at school. Academically students were impacted most at our lower levels and at our highest levels. In Kindergarten 21% of our students are not proficient in a basic reading assessment and 15% in mathematics. For first grade, it is 34% (Reading) and 17% (Mathematics) not proficient. This is higher than pre-pandemic times. At the high school level, we saw more than double the number of students fail core classes. Additionally, the pandemic has shown us that our data systems are antiquated as we are not able to disaggregate data in an efficient manner.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs. Students who are identified as most at-risk will be encouraged to attend those programs. The evidence-based / researched-based evidence will be maintained by the district. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. Adjustments will be made based on information gained.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Many of the ARP ESSER II funds will be used to maintain the level of service in subsequent school years as planned and approved in the district's ESSER II application. Including improving access to mental and physical health supports located on our school grounds through a partnership with KU Medicine. Maintain continuity of services through the use of well-trained permanent substitute teachers. Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay). Supporting student learning both in the school and at home through more interactive technology hardware and software. The hiring of a learning support coordinator / instructional coach to support staff in their support of students. Adjustments will be made based on information gained and as additional needs are discovered.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. An additional social worker has been added to help support the social, emotional, and mental health needs of students. An additional ESOL paraeducator has been added to help support our English Language Learners. The district will remove as many barriers as possible to make certain that all students have access to the supports and structures found in this application. Adjustments will be made based on information gained.

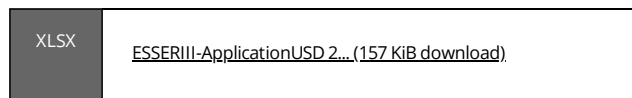
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial

and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Cory L. Gibson

Date | 08/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
262	Valley Center	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
262-1-001	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 452,800			\$ 225,000	\$ 227,800	89E100112000000	Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers." KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
262-1-002	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 102,100			\$ 51,050	\$ 51,050	89E100113000000	Per applicant: "The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs."
262-1-003	Eligible	Direct Allocation	Support Services-Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 55,740			\$ 27,870	\$ 27,870	89E2200110000000	Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer, paying stipends."
262-1-004	Eligible	Direct Allocation	Support Services (Students)	Supplies-Technology Related	5. Procedures and systems to improve LEA preparedness and response efforts	Implementing FastBridge Assessments to Identify Student Support Needs	\$ 30,000			\$ 15,000	\$ 15,000	89E210065000000000	Per applicant: " Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district."
262-1-005	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 96,670			\$ 47,870	\$ 48,800	89E211011000000000	Per applicant: " An additional social worker has been added to help support the social, emotional, and mental health needs of students."
262-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 41,915			\$ 20,030	\$ 21,885	89E100120000000000	Per applicant: " An additional ESOL paraeducator has been added to help support our English Language Learners.."
262-1-007	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 84,605			\$ 41,375	\$ 43,230	89E258012000000000	Per applicant: " Supporting student learning both in the school and at home through more interactive technology hardware and software."

262-1-008	Eligible	Direct Allocation	Support Services-Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom Licenses for remote learning, collaboration with stakeholders, and staff meetings	\$ 14,000			\$ 7,000	\$ 7,000	89E22006100000000	Per Applicant Response: "Supporting student learning both in the school and at home through more interactive technology hardware and software."
262-1-009	Eligible	Direct Allocation	Health Services	Purchased Professional & Technical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	School Based Health Clinic	\$ 216,000		\$ 72,000	\$ 72,000	\$ 72,000	89E210030000000000	Per applicant response: "Many of the ARP ESSER II funds will be used to maintain the level of service in subsequent school years as planned and approved in the district's ESSER II application. Including improving access to mental and physical health supports located on our school grounds through a partnership with KU Medicine."
262-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner: Certified Staff: \$500 per person. To be paid on November 23rd, 2021 Classified Staff: \$500 per person To be paid on November 25th payrolls. This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss. Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results. Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.	\$ 541,000		\$ 270,000	\$ 271,000	89E100011000000000	Per applicant response: " Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay)." Application submitted 8/19/21	
262-1-011	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing hardware that allows for projection, interaction, and recording to support students that are both in the classroom or remote learning due to illness/choice.	\$ 408,506		\$ 200,000	\$ 208,506	89E100073000000000	Per applicant response: "Supporting student learning both in the school and at home through more interactive technology hardware and software. The district plans to phase in Newline interactive white boards in all classrooms. The whiteboards will allow students to interact with the digital curricular resources already in place. It will also allow the lesson to be broadcasted onto student devices regardless of their location. The hardware/software package will enhance learning both in the classroom as well as for those who are not able to be physically present in the classroom. The devices will be used before/after school programs and summer at-risk programming to serve those students who are at-risk / have experienced learning loss."	
262-1-012	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 139,200		\$ 46,400	\$ 46,400	\$ 46,400	89E100011300000000	Per applicant response: "The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs. Students who are identified as most at-risk will be encouraged to attend those programs."
262-1-013	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 179,260		\$ 88,700	\$ 90,560	89E221011000000000	Per applicant response: " The hiring of a learning support coordinator / instructional coach to support staff in their support of students. "	

262-1-014	Eligible	Direct Allocation	Instruction	Life Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 100			\$ 50	\$ 50	89E100 021400 00000	Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."
262-1-015	Eligible	Direct Allocation	Instruction	Health Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 900			\$ 450	\$ 450	89E100 028000 00000	Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."
262-1-016	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 34,745			\$ 17,275	\$ 17,470	89E100 022000 00000	Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."
262-1-017	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 455			\$ 225	\$ 230	89E100 026000 00000	Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."
262-1-018	Eligible	Direct Allocation	Instruction		11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 7,800			\$ 3,900	\$ 3,900	89E100 022000 00000	The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.
262-1-019	Eligible	Direct Allocation	Instruction		11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 100			\$ 50	\$ 50	89E100 026000 00000	The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.
262-1-020	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 4,200			\$ 2,100	\$ 2,100	89E220 022000 00000	Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer, as needed ."
262-1-021	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 60			\$ 30	\$ 30	89E220 026000 00000	Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer, as needed ."
262-1-022	Eligible	Direct Allocation	Attendance and Social Work Services	Life Insurance	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 20			\$ 10	\$ 10	89E211 021400 00000	An additional social worker has been added to help support the social, emotional, and mental health needs of students.
262-1-023	Eligible	Direct Allocation	Attendance and Social Work Services	Health and Accident Insurance	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 10,680			\$ 5,340	\$ 5,340	89E211 021300 00000	An additional social worker has been added to help support the social, emotional, and mental health needs of students.

262-1-024	Eligible	Direct Allocation	Attendance and Social Work Services	Social Security Contributions	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 7,392			\$ 3,662	\$ 3,730	89E21102200000000	An additional social worker has been added to help support the social, emotional, and mental health needs of students.
262-1-025	Eligible	Direct Allocation	Attendance and Social Work Services	Unemployment Compensation	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 98			\$ 48	\$ 50	89E21102600000000	An additional social worker has been added to help support the social, emotional, and mental health needs of students.
262-1-026	Eligible	Direct Allocation	Attendance and Social Work Services	Health Benefits	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 140			\$ 70	\$ 70	89E21102800000000	An additional social worker has been added to help support the social, emotional, and mental health needs of students.
262-1-027	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 10,680			\$ 5,340	\$ 5,340	89E10002130000000	An additional ESOL paraeducator has been added to help support our English Language Learners.
262-1-028	Eligible	Direct Allocation	Instruction	Life Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 20			\$ 10	\$ 10	89E10002140000000	An additional ESOL paraeducator has been added to help support our English Language Learners.
262-1-029	Eligible	Direct Allocation	Instruction	Health Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 140			\$ 70	\$ 70	89E10002800000000	An additional ESOL paraeducator has been added to help support our English Language Learners.
262-1-030	Eligible	Direct Allocation	Instruction	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 3,205			\$ 1,530	\$ 1,675	89E10002200000000	An additional ESOL paraeducator has been added to help support our English Language Learners.
262-1-031	Eligible	Direct Allocation	Instruction	Unemployment Compensation	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 40			\$ 20	\$ 20	89E10002600000000	An additional ESOL paraeducator has been added to help support our English Language Learners.

262-1-032	Eligible	Direct Allocation	Central Services	Health and Accident Insurance	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 10,680			\$ 5,340	\$ 5,340	89E25002130000000	Supporting student learning both in the school and at home through more interactive technology hardware and software.
262-1-033	Eligible	Direct Allocation	Central Services	Life Insurance	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 20			\$ 10	\$ 10	89E25002140000000	Supporting student learning both in the school and at home through more interactive technology hardware and software.
262-1-034	Eligible	Direct Allocation	Central Services	Health Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 140			\$ 70	\$ 70	89E250028000000000	Supporting student learning both in the school and at home through more interactive technology hardware and software.
262-1-035	Eligible	Direct Allocation	Central Services	Tuition Reimbursement	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 6,465			\$ 3,165	\$ 3,300	89E2500220000000000	Supporting student learning both in the school and at home through more interactive technology hardware and software.
262-1-036	Eligible	Direct Allocation	Central Services	Unemployment Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 90			\$ 40	\$ 50	89E2500260000000000	Supporting student learning both in the school and at home through more interactive technology hardware and software.

262-1-037	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner: Certified Staff: \$500 per person. To be paid on November 23rd, 2021. Classified Staff: \$500 per person. To be paid on November 25th payrolls. This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss. Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results. Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.	\$ 40,460			\$ 19,730	\$ 20,730	89E100 022000 00000	Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).
262-1-038	Eligible	Direct Allocation	Instruction	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner: Certified Staff: \$500 per person. To be paid on November 23rd, 2021. Classified Staff: \$500 per person. To be paid on November 25th payrolls. This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss. Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results. Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic	\$ 540		\$ 270	\$ 270	89E100 026000 00000	Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).	
262-1-039	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 10,650	\$ 3,550	\$ 3,550	\$ 3,550	89E100 022000 00000	The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.	
262-1-040	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 150	\$ 50	\$ 50	\$ 50	89E100 026000 00000	The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.	
262-1-041	Eligible	Direct Allocation	Improvement of Instruction Services	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 10,680		\$ 5,340	\$ 5,340	89E221 021300 00000	The hiring of a learning support coordinator / instructional coach to support staff in their support of students	
262-1-042	Eligible	Direct Allocation	Improvement of Instruction Services	Life Insurance	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 20		\$ 10	\$ 10	89E221 021400 00000	The hiring of a learning support coordinator / instructional coach to support staff in their support of students	
262-1-043	Eligible	Direct Allocation	Improvement of Instruction Services	Health Benefits	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 140		\$ 70	\$ 70	89E221 028000 00000	The hiring of a learning support coordinator / instructional coach to support staff in their support of students	

262-1-044	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 13,720			\$ 6,790	\$ 6,930	89E22102200000000	The hiring of a learning support coordinator / instructional coach to support staff in their support of students
262-1-045	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 180			\$ 90	\$ 90	89E22102600000000	The hiring of a learning support coordinator / instructional coach to support staff in their support of students
262-1-046	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all school nurses/nurse aides. \$500 additional (on top of premium pay). To be paid on November 23rd, 2021. \$1000 To be paid on March 25th. To be paid on November 25th and March 25th payrolls. This additional pay for the 8 nurse staff is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. . These additional reasonable and necessary duties have been established prior to these services being rendered. Increased written and verbal communication with families regardind health or exposure concerns. Increased time and effort to provide health and wellness support, including COVID 19 testing and vaccinations.	\$ 33,420		\$ 11,140	\$ 11,140	\$ 11,140	89E21301100000000	Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).
262-1-047	Eligible	Direct Allocation	Health Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all school nurses/nurse aides.	\$ 2,550		\$ 850	\$ 850	\$ 850	89E21302200000000	Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).
262-1-048	Eligible	Direct Allocation	Health Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all school nurses/nurse aides.	\$ 30		\$ 10	\$ 10	\$ 10	89E21302600000000	Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).

Kansas CommonApp (2020)

1944-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



VQrDGoeN

287 West Franklin ESSER III Plan_0821

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 287

Applicant / Mailing Address

| 510 E. Franklin St.
| Pomona, Kansas 66076

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jerry Turner

Applicant / Email Address of Owner, CEO, or Executive Director | TURNERJ@USD287.ORG

Applicant / Phone Number | 785-566-3396

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | West Franklin

District Number | 287

Mailing Address Street Address	510 E. Franklin St
Mailing City	Pomona
Mailing Address Zip Code	66076
Authorized Representative of the District Name	Jerry Turner
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	turnerj@usd287.org
Authorized Representative of the District Phone Number	+17855663396
Would you like to additional district representatives to the application?	No
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.usd287.org/usd-287-district-plan-for-safe-return-to-in-person-instruction-and-continui

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 287 will retain the services of our "Covid Trackers". These people will help us track the contacts of people who have contracted the virus, thus helping us limit the spread. These "Covid Trackers" will have their salaries paid for by ESSER III funds. We have also instructed our staff to encourage the practice of hand sanitation and have multiple stations or hand sanitizing places available. We encourage kids to wear masks.

We have added 2 counselors and one student support specialists to encourage kids to feel comfortable wearing a mask if they so need to. These same three employees are also needed to help students address their social and emotional needs as well. The salaries of these three will be paid for with ESSER III funds Every staff member has been reminded to help address the emotional and social needs of students and to work together as a team to help kids through this difficult stress filled time.

West Franklin has also added the services of two school nurses which have been invaluable in this pandemic. Their salaries will be pad for with ESSER III funds.

The school administration has cultivated a close and responsive relationship with the local County Health department which is one of the finest in the country. Their guidance is, and will be, invaluable. They will help us monitor the rise or decline of Covid cases in our community and help us to interpret CDC guidelines.

Through stakeholder input we have garnered support for the afore mentioned preventions and strategies. Stakeholders have also stated their support for doing whatever necessary to keep "in person learning" as much as possible and as safely as possible.

Engage in Meaningful Consultation with Stakeholders

Students

The West Franklin student body was encouraged to fill out a survey to get their input of how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. These students/stakeholders expressed their concerns and needs through the survey for updated technology so as to help keep them socially distanced during this pandemic. They

also expressed their appreciation of having counselors and student support specialists to listen to their concerns in this time of need.

Families

West Franklin families were encouraged to fill out a survey to get their input of how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. Our families expressed their concerns and needs through the survey for updated technology so as to help keep their kids socially distanced during this pandemic. They also expressed their desire for the district to add two additional counselors and one student support specialists to listen to their children's concerns in this time of need. They also expressed their desire for the district to add two school nurses to the staff to help slow the spread of the virus in the school community.

School and District Administrators including Special Education Administration

As stakeholders the administrative team has expressed their concern for utilizing the ESSER III funds for learning loss, social and emotional health for students, and keeping in-person learning as much as possible. District administrators and the special education coop Director were engaged in a face to face discussion for their input on the ESSER III spending plan.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. The district also collaborated with classified staff to ensure ESSER III was considered to address their willingness to work for the district during this time of a pandemic. Through their input two additional custodians have been added to the district to address the additional cleaning/sanitization needs. These salaries will be paid for from ESSER III funds.

Tribes

At this time we have no tribes of Native Americans located within the boundaries of our district.

Civil Rights Organizations including Disability Rights Organizations

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our data in our student information system indicated the West Franklin School District does not have students with English Learning needs, nor does it have migratory students. The students who are identified as homeless are those who usually live with a relative. There is a very small enrollment of foster students, but these students usually live with a foster parent(s) in the district. Though we held an open meeting to garner input from these and other stakeholders and had no one attend, the district did implement an online district survey to increase community input.

Provide the Public the Opportunity to provide input and take such input into account.

The public was invited to the August 8th, 2021 monthly school Board meeting to express their thoughts and concerns as stakeholders in to how to utilize the ESSER III funds. Input was minimal, so we conducted a community survey to attempt to garner more input. The online survey was considerably more successful.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on

a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

All students have experienced some disruption in their education due to Covid. Through listening to the teaching staff, administrators (Principals), parents, and students the most prominent concerns were social and emotional concerns, maintaining in-person learning, and slowing the spread of the virus. They cited upgraded technology, the need for more nurses, the need for more custodians, the need for more counselors, and following safe Covid protocol each and every day so as to lessen the spread and keep the ability to have in-person learning available to our students.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

In the spring of 2021 the district purchased a new reading curriculum, "Open Court". The main purpose of this purchase was to address the learning loss of our elementary students.

The district also added a position of "Curriculum, Reading, Instruction, & Assessment Director" (CRIA Director) to make sure we implemented the new Open Court evidenced based curriculum correctly and with fidelity.

The LEA is purchasing more reading books for the elementary schools which are recommended for the Open Court curriculum. This purchase will be paid for with ESSER III funds, and possibly the Curriculum Director position.

The district and the stakeholders feel it is most important to keep in-person learning in order to overcome any learning loss. As a result funds in this area are being utilized by adding nurses to help educate students and staff about the spread of Covid, to advise teachers on how to devise social distancing protocol in classrooms, and to evaluate symptoms and accurately administer quarantines for the positive and close contacts. By these nurses doing so, we can increase our chances of keeping our doors open for in-person learning. The nurse salaries will be paid for from ESSER III funds.

New reading books which are a part of the evidenced based Open Court reading curriculum will also be purchased from ESSER III funds.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

West Franklin will be spending its remaining funds to help all kids in general by being prepared to combat the spread of the virus.

We have added the positions of "Covid Trackers", at all three attendance centers to assist in identifying Covid contacts of our students and staff. We are proposing that we pay for the salaries of these three positions with remaining funds.

We are also added two school nurses to help combat the spread of the virus. Should the virus begin to reach pandemic proportions, we want to be prepared. As earlier stated, we are proposing that we pay for the salaries of these two positions with ESSER III funds.

We have also added 2 additional custodians to assist in cleaning and sanitizing our buildings. These positions are necessary to keep our buildings as virus free as possible. We are proposing to pay for these two custodial positions with remaining ESSER III funds.

West Franklin is also proposing we purchase some new computers to aid and assist in the area of social distancing. These new computers will allow us to utilize updated technology and allow us to keep kids socially distanced. This will amount to approximately \$37,000 at WFHS. We will also propose to use approximately \$16,000 towards some new smart boards for our elementary at Appanoose to also assist us in keeping kids socially distanced.

Another piece of technology which will address social distancing is in our Vo-Ag classes with the purchase of technology assisted tool(s). With school being shutdown in March of 2020, and social distancing being practiced since then, these technology assisted tool(s) will allow us to safely help kids achieve social distancing. Not being in school put many kids behind in their "hands on" classes. We are proposing to spend approximately \$23,000 for this equipment.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

West Franklin is proposing to use ESSER III funds to pay the salaries of two additional Counselors and one additional Student Support Specialist to ensure we have done all we can to meet the social, emotional, and mental health needs of all students.

Through stakeholder input it became very apparent their concerns for counseling needs, particularly for those students designated as homeless, physically and/or mentally disabled, students of unsure sexual orientation, poverty, color, foster care, etc. The load of these counselors/student support specialists has risen considerably since the pandemic. Stakeholders feel that their input and help for these children is invaluable and a definite necessity.

To address the academic impact of overcoming lost instructional time West Franklin has added a Curriculum, Reading, Instruction, & Assessment Director position(CRIA) to oversee the implementation of our new evidence based Open Court reading curriculum.

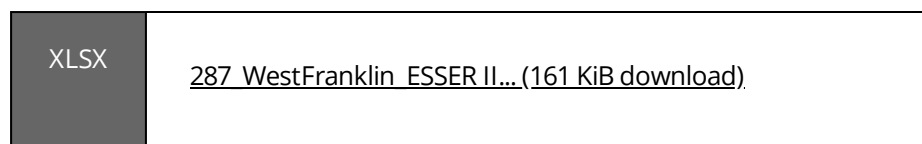
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jerry Turner

Date | 09/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
287	West Franklin	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
287-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Nurses will help to educate students and staff about the spread of COVID. They will also advise teachers on how to devise social distancing protocol in classrooms, and to evaluate symptoms and accurately administer quarantines for the positive cases and close contacts. By doing so we can increase our chances of keeping our schools open for in person learning.	\$ 161,856	\$ 161,856				25-703-2100-120	Per applicant, this request is intended to meet the 20% set aside. Per narrative, The district and the stakeholders feel it is most important to keep in-person learning in order to overcome any learning loss. As a result funds in this area are being utilized by adding nurses to help educate students and staff about the spread of Covid, to advise teachers on how to devise social distancing protocol in classrooms, and to evaluate symptoms and accurately administer quarantines for the positive and close contacts. By these nurses doing so, we can increase our chances of keeping our doors open for in-person learning. The nurse salaries will be paid for from ESSER III funds.
287-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	COVID Trackers are to assist in investigating contacts of students and staff who potentially have been exposed to COVID. By doing so their work greatly aids in mitigating the spread of the virus within the school community.	\$ 86,748	\$ 86,748				25-703-1000-120	
287-1-003	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Counselors and student support specialist were added to the staff to meet the social, emotional and mental health needs of all students, but especially the homeless, the physically / mentally disabled, students of unsure sexual orientation, poverty, color, and foster care, etc. By assisting these students and their needs we will be better able to keep those students engaged in in-person learning.	\$ 338,376	\$ 338,376				25-703-2100-110	Per narrative, West Franklin is proposing to use ESSER III funds to pay the salaries of two additional Counselors and one additional Student Support Specialist to ensure we have done all we can to meet the social, emotional, and mental health needs of all students. Through stakeholder input it became very apparent their concerns for counseling needs, particularly for those students designated as homeless, physically and/or mentally disabled, students of unsure sexual orientation, poverty, color, foster care, etc. The load of these counselors/student support specialists has risen considerably since the pandemic. Stakeholders feel that their input and help for these children is invaluable and a definite necessity.
287-1-004	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We are purchasing new technology to allow us to enhance social distancing in numerous classrooms.	\$ 73,570	\$ 73,570				25-703-1000-650	
287-1-005	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We hire 2 additional custodians for cleaning purposes in our facilities to ensure that we do all we can to slow the mitigation of the COVID virus.	\$ 141,890	\$ 141,890				25-703-2600-120	
287-1-006	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Nurses will help to educate students and staff about the spread of COVID. They will also advise teachers on how to devise social distancing protocol in classrooms, and to evaluate symptoms and accurately administer quarantines for the positive cases and close contacts. By doing so we can increase our chances of keeping our schools open for in person learning.	\$ 84,917	\$ 84,917				25-703-2100-120	1/28/2022: Amended salary to meet ESSER III allocation, and balance of salary is moved to ESSER II. Per applicant, this request is intended to meet the 20% set aside. Per narrative, The district and the stakeholders feel it is most important to keep in-person learning in order to overcome any learning loss. As a result funds in this area are being utilized by adding nurses to help educate students and staff about the spread of Covid, to advise teachers on how to devise social distancing protocol in classrooms, and to evaluate symptoms and accurately administer quarantines for the positive and close contacts. By these nurses doing so, we can increase our chances of keeping our doors open for in-person learning. The nurse salaries will be paid for from ESSER III funds.

287-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	COVID Trackers are to assist in investigating contacts of students and staff who potentially have been exposed to COVID. By doing so their work greatly aids in mitigating the spread of the virus within the school community.	\$ 86,748	\$ 86,748					25-703-1000-120	
287-1-008	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Counselors and student support specialist were added to the staff to meet the social, emotional and mental health needs of all students, but especially the homeless, the physically / mentally disabled, students of unsure sexual orientation, poverty, color, and foster care, etc. By assisting these students and their needs we will be better able to keep those students engaged in in-person learning.	\$ 338,376	\$ 338,376					25-703-2100-110	Per narrative, West Franklin is proposing to use ESSER III funds to pay the salaries of two additional Counselors and one additional Student Support Specialist to ensure we have done all we can to meet the social, emotional, and mental health needs of all students. Through stakeholder input it became very apparent their concerns for counseling needs, particularly for those students designated as homeless, physically and/or mentally disabled, students of unsure sexual orientation, poverty, color, foster care, etc. The load of these counselors/student support specialists has risen considerably since the pandemic. Stakeholders feel that their input and help for these children is invaluable and a definite necessity.
287-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We are purchasing new technology to allow us to enhance social distancing in numerous classrooms.	\$ 73,570	\$ 73,570					25-703-1000-650	
287-1-010	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We hire 2 additional custodians for cleaning purposes in our facilities to ensure that we do all we can to slow the mitigation of the COVID virus.	\$ 141,890	\$ 141,890					25-703-2600-120	
287-1-011	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 3,465	\$ 3,465					25-702-1000-644	Per applicant, request moved from ESSER II. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
287-1-012	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 11,946	\$ 11,946					25-702-1000-644	Per applicant, request moved from ESSER II.
287-1-013	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 61,529	\$ 61,529					25-702-1000-644	Per applicant, request moved from ESSER II.

Kansas CommonApp (2020)

1914-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



WDdVdywW

293_Quinter Public Schools ESSER III Plan_0726

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Quinter Public Schools

Applicant / Mailing Address

| PO Box 540

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kurt Brown

Applicant / Email Address of Owner, CEO, or Executive Director | superintendent@quinterschools.org

Applicant / Phone Number | 785-754-2470

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480724316

Applicant / Website Address (if applicable) | quinterschools.org

Application details

Full District Name		Quinter Public Schools
District Number		293
Mailing Address Street Address		PO Box 540, 601 Gove St
Mailing City		Quinter
Mailing Address Zip Code		67752
Authorized Representative of the District Name		Kurt Brown
Authorized Representative of the District Position or Title		Superintendent of Schools
Authorized Representative of the District Email Address		superintendent@quinterschools.org
Authorized Representative of the District Phone Number		+17857542470
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		clerk293@quinterschools.org
Please paste a direct link of your school district's safe return plan that is posted on your website.		https://www.quinterschools.org/pages/uploaded_files/USD%20293-ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction.pdf

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD-293 Quinter Public Schools engaged in a variety of prevention and mitigation procedures for the 2020-21 school year and many of those same procedures will be utilized again. USD-293 works closely with the Gove County Health department and local health providers to monitor local conditions concerning COVID-19. The school utilizes prevention procedures such as mask wearing when deemed appropriate, daily disinfection, air purification in every classroom, hand sanitation and hand washing at regular intervals through out the day, social distancing, outdoor eating and outdoor classrooms to the greatest extent possible and ongoing education of the students on preventative measures.

Engage in Meaningful Consultation with Stakeholders

Students

USD-293 met with both K-6 and 7-12 students on a regular basis to discuss the efforts the school was making in keeping the school open to in person instruction and activities while also keeping all students and staff as safe as possible. In addition to these meetings, school administration provided students with regular updates using the school's communication system called Parentsquare. For the 2021-22 school year, school administration will meet regularly with both K-6 and 7-12 leadership

teams and then with all students through school assemblies. They will also regularly disseminate information through the use of Parentsquare.

Families

USD-293 utilized its Site Council to provide feedback to the district concerning COVID-19 related decisions. The site council includes parent representatives from both school buildings. The district also surveyed all parents a various times concerning actions related to COVID-19. School administration also provided regular updates to families utilizing the communication app called Parentsquare. These monthly site council meetings and updates will continue for the 2021-22 school year.

School and District Administrators including Special Education Administration

District administration met with school administration weekly to review COVID-19 protocols and action plans. District administration met monthly with special education administration to review COVID-19 protocols and action plans.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers and Principals are active participants in the monthly site council meetings. In addition to the site council, USD-293 created an emergency operations group from the teachers, school leaders and school staff in order to regularly review COVID-19 protocols and solicit input from this group concerning any changes to operations due to COVID-19.

Tribes

USD-293 does not have any identified tribes within its boundaries.

Civil Rights Organizations including Disability Rights Organizations

USD-293 has not identified any specific Civil Rights Organizations or Disability Rights Organizations within its boundaries. USD-293 does regularly seek input from all stakeholders through the use of surveys, public forums and meetings, including board meetings and through the use of newsletters, emails, Facebook and the communication application called Parentsquare.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

USD-293 seeks appropriate representation from all groups when determining the members of its site council. The site council is then utilized to provide feedback and input to the district concerning COVID-19 protocols and their potential impact upon students with disabilities, English learners, the homeless population, children in Foster Care, Migratory students or students who are incarcerated.

Provide the Public the Opportunity to provide input and take such input into account.

USD-293 provides the opportunity for public input at its monthly regularly scheduled board meetings. These input is utilized by the board when making decisions concerning the district or specific decisions concerning COVID-19 protocols.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD-293 Quinter was able to conduct school in person for the entire school year for 2020-21 but COVID-19 still had profound effects upon the school. Due to COVID related quarantines, the district was never fully staffed for the entire school year. Many classroom teachers were in and out due to quarantines during the course of the year. Students were also impacted with frequent quarantines resulting in inconsistent learning. Students were clearly effected both academically and socially

emotionally. Students at all grade levels exhibited signs of anxiety and distress. Office referrals at the K-6 level increased significantly from the 2019-2020 year. Mental health referrals also increased from the previous year. Academically few to little gains were witnessed due to the upheaval. District wide Math scores went from 68% of students at grade level or above at the beginning of the year to 64% at year's end. Reading was slightly better with 70% at grade level or above to begin the year and 71% at grade level or above to end the year. These impacts were witnessed by the entire student population across the board.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD-293 Quinter Public Schools provided a Math and Science camp to K-6 students during June of 2021 and then provided tutoring to students in July of 2021. The district is implementing the use of the following research based interventions in order to continue to assist students in recovering from the academic and socially emotional losses experienced during the 2020-21 school year. These include IXL for Reading and Math for grades K-12. Lexia Reading for grades 5-8, and the implementation of the Amplify Reading/Writing curriculum for grades K-8, the Accelerated Reader program for all students in grades 1 through 12. In addition to these researched based programs, Quinter Public Schools is utilizing Fastbridge as a Reading, Math and Social Emotional screener three times per year in order to accurately measure student growth.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD-293 will utilize the remaining funds to pay for remaining costs that resulted directly from COVID-19 and were necessary to keep the schools open for in person instruction. Premium pay was paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines. USD-293 will also use these funds to pay staff for the summer tutoring for the summer 2021 and the summer of 2022. The district will also utilize the funds to create a full time librarian/reading specialist position for the 2021-22 to 2023-24 school years, that will work with all Pre K- 12 grade students and staff in cultivating, and developing robust reading programs that include a strong outreach program with parents/caregivers. USD-293 will utilize the funds to hire a classroom aid at the elementary level for the classes of Computers, PE, and Music in order to break these extremely large classes into smaller groups and aid in instruction while at the same time social distancing. USD-293 will utilize the funds to purchase computer hardware including active panel displays and 75 student laptop Chromebooks and 11 laptop computers for instructional staff. This technology is necessary for to prepare the district for potential quarantine situations that may occur with both students and staff. The technology will allow staff to continue to provide instruction from a quarantined environment and students to access instruction, access peer interaction and access mental health supports from a quarantined environment.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

All of the interventions purchased through this grant will be applied to all students in the grade bands targeted, USD-293 Quinter Public Schools is a TASN MTSS school for Reading, Math and Social Emotional needs. The data from fastbridge and the other research based programs, (ie. IXL, Lexia, Accelerated Reader, Amplify, will be analyzed to determine the specific students who require additional supports. In addition to programs purchased through this grant, USD-293 also works with its local mental health provider, High Plains Mental Health on two grants. The first puts a mental health liaison within the school setting. This position coordinates mental health services between the family, the school and the mental health provider. USD-293 and High Plains Mental Health are also partnering on a grant to make USD-293 a Trauma Informed School. Data collected from Fastbridge social emotional, in conjunction with teacher reports/referrals, parent report/referrals and student

report/referrals will be utilized to ensure that all students receive both the academic and social emotional supports they require to be successful in school while navigating the past and ongoing impacts of COVID-19.

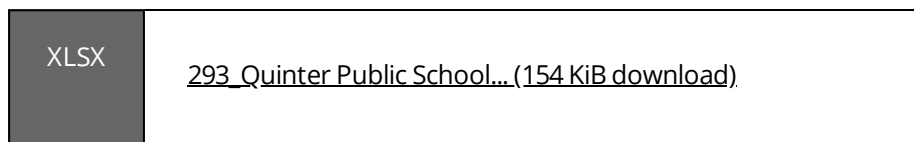
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA

proposes

to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kurt D. Brown

Date | 07/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
293	Quinter	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
293-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines.	\$ 7,909	\$ 7,909				75100	Per applicant, Premium pay paid to certified teaching staff for taking on additional duties including during planning times and teaching all course work during times when classrooms were in a modified quarantine. This request is for reimbursement, and staff agreed to perform the extra work prior to performing said work, and the local board approved.
293-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines.	\$ 3,073	\$ 3,073				75101	Per applicant, Substitute teachers reimbursement pay paid to substitutes teachers due to staff quarantines.
293-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines.	\$ 2,413	\$ 2,413				75102	Per applicant, Substitute classified staff reimbursement pay paid to substitutes Para-Professionals due to staff quarantines.
293-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines.	\$ 27,546	\$ 27,546				75103	Per applicant, Premium pay paid to classified support staff (Custodians/bus drivers/secretarial) for taking on additional duties due to staff quarantines. This request is for reimbursement, and staff agreed to perform the extra work prior to performing said work, and the local board approved.
293-1-005	Eligible	Direct Allocation	Support Services Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay paid to staff for taking on additional duties including substituting during planning times and teaching all course work during times when classrooms were in a modified quarantine. These funds will also be utilized to pay for the costs that remain from the 2020-21 school year for the substitutes necessary due to staff quarantines.	\$ 8,388	\$ 8,388				75104	Per applicant, Premium pay paid to certified teaching support staff and administration for taking on additional duties including during planning times and teaching all course work during times when classrooms were in a modified quarantine. This request is for reimbursement, and staff agreed to perform the extra work prior to performing said work, and the local board approved.
293-1-006	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Active panel displays and 75 student laptop Chromebooks and 11 laptop computers for instructional staff. This technology is necessary for to prepare the district for potential quarantine situations that may occur with both students and staff	\$ 31,187		\$ 31,187			75122	Per narrative, USD-293 will utilize the funds to purchase computer hardware including active panel displays and 75 student laptop Chromebooks and 11 laptop computers for instructional staff. This technology is necessary for to prepare the district for potential quarantine situations that may occur with both students and staff. The technology will allow staff to continue to provide instruction from a quarantined environment and students to access instruction, access peer interaction and access mental health supports from a quarantined environment.

293-1-007	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Evidence based curriculum such as Fastbridge, IXL, Nearpod, Envision Math (SAVVAS), K-8 Reading curriculum (Amplify) to improve student academic gap due to remote learning.	\$ 77,905		\$ 77,905				75123	Per narrative, The district is implementing the use of the following research based interventions in order to continue to assist students in recovering from the academic and socially emotional losses experienced during the 2020-21 school year. These include IXL for Reading and Math for grades K-12. Lexia Reading for grades 5-8, and the implementation of the Amplify Reading/Writing curriculum for grades K-8, the Accelerated Reader program for all students in grades 1 through 12. In addition to these researched based programs, Quinter Public Schools is utilizing Fastbridge as a Reading, Math and Social Emotional screener three times per year in order to accurately measure student growth. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
293-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer tutoring wages for instructional staff to give additional support for 11 days to 23 students for Reading and 18 students for Math.	\$ 4,926		\$ 2,760	\$ 2,166			75100	Per narrative, Academically few to little gains were witnessed due to the upheaval. District wide Math scores went from 68% of students at grade level or above at the beginning of the year to 64% at year's end. Reading was slightly better with 70% at grade level or above to begin the year and 71% at grade level or above to end the year. These impacts were witnessed by the entire student population across the board.
293-1-009	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer tutoring wages for non-certified instructional staff to give additional support for 11 days to 23 students for Reading and 18 students for Math.	\$ 2,374		\$ 2,374				75103	See Row 7.
293-1-010	Eligible	Direct Allocation	Support Services-Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Full-time librarian/reading specialist to support student reading.	\$ 159,300		\$ 53,100	\$ 53,100	\$ 53,100		75104	See Row 7. Per narrative, The district will also utilize the funds to create a full time librarian/reading specialist position for the 2021-22 to 2023-24 school years, that will work with all Pre K- 12 grade students and staff in cultivating, and developing robust reading programs that include a strong outreach program with parents/caregivers.
293-1-011	Eligible	Direct Allocation	Support Services-Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Classroom Aid to reduce class size for K-3 music, K-6 computers, and K-6 PE students and allow for social distancing.	\$ 19,338		\$ 6,446	\$ 6,446	\$ 6,446		75104	
293-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security expenses for staff wages	\$ 393		\$ 393				75110	

298_Lincoln_ESSER III Plan_0818



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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 298 Lincoln

Applicant / Mailing Address

| 133 E. Lincoln Ave P.O Box 289

Applicant / First and Last Name of Owner, CEO, or Executive Director | Scott Crenshaw

Applicant / Email Address of Owner, CEO, or Executive Director | crenshaw.scott@usd298.com

Applicant / Phone Number | 7855244436

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Lincoln School District

District Number | 298

Mailing Address | Street Address | 133 E. Lincoln Ave P.O Box 289

Mailing | City | Lincoln

Mailing Address | Zip Code | 67455

Authorized Representative of the District | Name | Scott Crenshaw

Authorized Representative of the District | Superintendent
Position or Title

Authorized Representative of the District | crenshaw.scott@usd298.com
Email Address

Authorized Representative of the District | +17855244436
Phone Number

Would you like to additional district representatives to the application? | No

Please paste a direct link of your school district's safe return plan that is posted on your website. | https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/832332/Reopening_Plan_for_Scho

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 298 is working collaboratively with our county health department, KDHE, and others in order to keep abreast of guidance information and safety protocols to keep our district in person as much as possible. All of our efforts with ESSER III funds are focused on improving safety of our school environment through sanitation, improved HVAC systems and an increased focus on learning loss and remediation. Our admin team, board of education, as well as other stakeholders will determine the best use of ESSER III dollars, which will then be reviewed by KSDE for approval.

Engage in Meaningful Consultation with Stakeholders

Students

A survey was sent to all secondary students to gain insight into what the students perceived to be the most pressing needs for our district that would qualify for ESSER funding. The overall results of the survey was that our identified top four pressing needs (in order of importance) were HVAC, facility repairs to reduce transmission of COVID, educational technology, and provide principals with resources necessary for their buildings.

Families

A survey was sent to all school families. This survey outlined the 15 allowable uses of ESSER funding and requested that the families select what they considered to be the top priorities for USD 298. The overall results of the survey was that our identified top four pressing needs (in order of importance) were HVAC, facility repairs to reduce transmission of COVID, educational technology, and provide principals with resources necessary for their buildings.

School and District Administrators including Special Education Administration

Administration meetings were held on a weekly basis to discuss needs that would qualify for ESSER funding. Teacher retention, air quality, technology, a school nurse, at-risk para support and premium pay were identified as the top areas of concern. The overall results of the survey was that our identified top four pressing needs (in order of importance) were HVAC, facility repairs to reduce transmission of COVID, educational technology, and provide principals with resources necessary for their buildings.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Faculty meetings were held to discuss the priorities of needs that would fall under ESSER funding protocols. These meetings were held in person with staff, administration, and the superintendent. The identified needs were technology, air quality, and premium pay for retention of staff and continuity of learning for students. The overall results of the survey was that our identified top four pressing needs (in order of importance) were HVAC, facility repairs to reduce transmission of COVID, educational technology, and provide principals with resources necessary for their buildings.

Tribes

Consultation with county officials here are no known tribes in our district.

Civil Rights Organizations including Disability Rights Organizations

| We are a small community and do not have civil rights/disability rights organizations

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

| As the superintendent, I am responsible for foster care students, homeless students, etc. I am the advocate for these groups.

Provide the Public the Opportunity to provide input and take such input into account.

| A survey was sent to the public outlining the 15 allowable uses of ESSER funds and requesting that our public stakeholders select the items that they thought to be most important when using ESSER funding. The overall results of the survey was that our identified top four pressing needs (in order of importance) were HVAC, facility repairs to reduce transmission of COVID, educational technology, and provide principals with resources necessary for their buildings.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| USD 298 was able to to maintain almost 100% in person teaching throughout the 2020-2021 school year. We had 2 sports teams quarantined, and 2 grade levels of elementary students quarantined. We had several students remote learning due to health issues. Due to the fact that we did not have a major impact from remote learning, our students were able to maintain appropriate levels of learning as our testing data showed. Our district had a mask mandate for the 2020-2021 school year. We do have concern with social emotional impacts on students from the stress associated with COVID. Unemployed parents, reductions of income, and the uncertainty of the future created stress and trauma for our students and staff. We began working in the spring to partner with Central Kansas Mental Health to bring therapeutic counseling and case management into the district at our buildings. We were able to begin the 2021-2022 school year with this social emotional support in place for our students and staff. There currently is a high level of anxiety as we wait to see what the COVID variants will do to our community and our schools.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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—
- 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;
 - implementing evidence-based activities to meet the comprehensive needs of students;
 - providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We have, and will continue to use ESSER funds to replace very old and outdated curriculum to support students and staff with state standard aligned curriculum to remediate learning loss among students affected by COVID circumstances. We also have a plan for increasing our technology in classrooms to match the new curriculum and take advantage of all of the resources available with new curriculum (most of it is very "on-line" focused). USD 298 had increased it's focus on progress monitoring by purchasing FastBridge in order to quickly identify gaps in learning and adjust teaching strategies to make sure students are brought up to speed to the correct levels of learning. Professional development with the FastBridge system will continue for faculty and staff. Professional development for teaching staff will be enhanced through research based programs, such as Kagan Strategies, Big Idea Math and LETRS training to equip our staff with the tools they need for diverse teaching strategies, remediation strategies, and identification of struggling students.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 298 will use remaining ESSER funds to prioritize response to stakeholder input. USD 298 will focus on air quality by replacing 26 year old HVAC systems with efficient ion air purifying HVAC replacement units. Windows and doors at the Junior Senior High School will be replaced with units that allow fresh air to be brought into the classroom. Technology upgrade such as interactive smart boards will be purchased in order to take full advantage of new curriculum and the online components of new curriculum. This technology will also allow us to be better equipped for remote learning if the transition to remote is necessary.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Every identified area from our stakeholder input will impact all students, but will be most impactful for those students who experienced learning loss, trauma, and the need for remediation. The mechanical upgrades will provide purified ion generating air for our entire jr/sr high school building. Our technology upgrades will allow students to utilize modern systems for learning and remediation. Our partnership with a mental health association will allow us to not only identify social emotion issues, but to be able to address those issues in our buildings for all students.

Notes on ESSER III application Excel template:

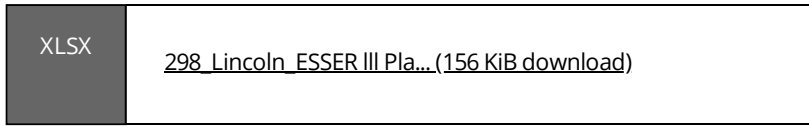
- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Scott Crenshaw

Date | 09/03/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
298	Lincoln	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
298-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay is necessary and reasonable given the continuing increase in job duties, not only with identification of learning loss and remediation from the initial COVID impact and now the COVID Delta variety, but also the extra duties required for classroom sanitation. Certified personnel will be responsible for additional classroom sanitation which will increase their job related duties. We would like approval to offer a tiered premium pay program to our certified staff. We would increase the premium pay every year. The purpose of this request is that we are very challenged with finding and keeping staff. Premium pay incentive would allow us to recruit and retain desperately needed staff. Premium pay would also allow us to maintain a continuity of learning in our classrooms, especially as we identify and remediate learning loss among students. For the next few years, continuity of learning with staff members that know our students is critical for our success. We have developed a map of our premium pay program that divides our salary schedule in thirds. Teachers in the first tier (steps 2-9 on the salary schedule) would receive premium pay of \$750, \$950, and \$1150 each year for 3 years. Teachers in our second tier (steps 10-18 on our salary schedule) would receive premium pay of \$950, \$1150, and \$1350 each year for 3 years. Teachers in our third tier (steps 19+ on our salary schedule) would receive \$1150, \$1350, and \$1550 over the three year period.	\$ 99,650	\$ 27,150	\$ 33,150	\$ 39,350		7	
298-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are seeking approval for premium pay for our classified staff members who are the backbone of our cleaning and sanitizing operations for USD 298. All of our classified personnel have taken on extra duties that are COVID related and essential to continued operations of our district during this pandemic. We have developed a tiered system of premium pay over a three year span. The premium pay will help us to keep our current staff in order to maintain continuity in our operations and maintenance of our school system. Besides retaining our current staff, this premium pay for extra duty COVID related issues will aid in recruitment of new staff as necessary. Upon approval for this expense, our classified personnel will be eligible for premium pay in the amounts of \$750, \$950, and \$1250 over the next three years.	\$ 61,950	\$ 15,750	\$ 19,950	\$ 26,250		7	
298-1-003	Eligible	Direct Allocation	Food Services Operations	Property	13. 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	Purchase individual seating lunch tables for our elementary school cafeteria. Currently students are on bench seats and migrate to unsafe distances during lunch. Individual seat tables would allow students to maintain social distancing during lunch and not slide close together or overpopulate a table risking transmission of COVID among the student population.	\$ 17,000	\$ 17,000				7	
298-1-004	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We are seeking approval for NewLine Interactive Boards for 20 of our classrooms. We have purchased new core curriculum k-12 and there are large portions that are online content. We need these smart boards in order to maximize the use of this new curriculum, addressing learning loss and remediation in a timely manner, and also to prepare for any remote learning or closure due to the COVID Delta variant.	\$ 64,000	\$ 64,000				7	
298-1-005	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	We were approved for our Capital Improvement Project of our gymnasium HVAC on ESSER 2. We do not have enough remaining funds in Esser 2 to complete the project. Our gymnasium currently has two direct fire heating units on the roof that have no filtration and direct carbon monoxide into our gymnasium. When the carbon monoxide reaches a certain level, an exhaust fan removes the heated air/gas and the process starts over. We are wanting to install new HVAC units with filtration and ion cleansing modules. We need this funding from ESSER 3 to complete the project as cost of goods has increased approximately 30% since the beginning of ESSER 2.	\$ 90,000	\$ 90,000				7	

Kansas CommonApp (2020)

2092-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

303 Ness City ESSER III Plan 0927



krOQDNbR

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 303 Ness City Schools

Applicant / Mailing Address

| 414 E Chestnut
| Ness City, KS 67560

Applicant / First and Last Name of Owner, CEO, or Executive Director | Derek Reinhardt

Applicant / Email Address of Owner, CEO, or Executive Director | derek.reinhardt@usd303.org

Applicant / Phone Number | 785-798-2210

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0699198

Applicant / Website Address (if applicable) | nesscityschools.org

Application details

Full District Name	Ness City Schools
District Number	303
Mailing Address Street Address	414 E Chestnut
Mailing City	Ness City
Mailing Address Zip Code	67560
Authorized Representative of the District Name	Derek Reinhardt
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	derek.reinhardt@usd303.org
Authorized Representative of the District Phone Number	+17857982210
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	susie.schlegel@usd303.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.nesscityschools.org/vnews/display.v/ART/60d0a495ebe1e

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We will be using funds to hire an additional teacher to provide Tier 2 and 3 MTSS support for struggling students, create an outdoor learning area that will help with social distancing, purchase an Epilog Laser and Plasma Cam table that will help increase hands on and technology learning and develop skills students can transfer to the work force, funds will be used to financially support teachers in the extra work they are performing to provide students in quarantine with learning opportunities, purchase additional Tier 2 and 3 resources to help struggling students, and purchase new math resources to better meet the needs of our students.

Engage in Meaningful Consultation with Stakeholders

Students

A survey was sent to age appropriate students asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel.

Families

A survey was sent to parents asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

School and District Administrators including Special Education Administration

A survey was sent to staff asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, meetings were held with staff to discuss ESSER planning and funds. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

A survey was sent to staff asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, meetings were held with staff to discuss ESSER planning and funds. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

Tribes

N/A

Civil Rights Organizations including Disability Rights Organizations

A survey was sent to community members asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

A survey was sent to community members asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

Provide the Public the Opportunity to provide input and take such input into account.

A survey was sent to community members asking for input into the development of the ESSER Plan and how funds should be utilized. Responses were wide ranging, but most emphasis was placed on academic achievement, mental health services, and supporting school personnel. Additionally, ESSER Planning and Funds were discussed at multiple School Board Meetings. These meetings are open to the public and broadcast live giving community members the opportunity to provide additional input if they desired.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The hardest impact was during the initial shut down at the end of the 2019/2020 school year. It was difficult to provide students and family with any resemblance of an education even in a district that has strong, progressive technology in place. The immediate impact the lack of education had during those last nine weeks of school was easily seen in the Kindergarten Readiness level of our 2020/2021 Kindergarten class. This class came in 30-40% points below the typical Kindergarten class. The other big impact on our student body has been a huge increase in mental health issues. We have more students experiencing anxiety issues, suicidal thought, and more bullying is occurring because everyone is on edge. We faced additional issues with social distancing and other mitigation strategies with many of our students and families. COVID is not a popular term in Western Kansas. Much of our community wants to believe it is over and we should just move forward, damn the consequences. We have worked hard to keep mitigation strategies in place that families will follow, but it is very difficult to do anything in our current environment. This mentality has made it very difficult, frustrating, and exhausting for school staff. School personnel are working additional hours trying to keep things sanitized since our community refuses to do any other mitigation strategies. Our teachers are on hyper-alert and preparedness for the next time their class or building is sent home. This is causing them to spend more time at school preparing and less time with family. Our staff is experience more mental health issues because of this.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Funds will be used to hire an additional teacher. The role of this teacher will be to provide Tier 2/3 support to struggling students in Math and ELA. Additionally, funds will be used to purchase additional Tier 2/3 resources specifically designed to help struggling students overcome academic gaps. Lastly, funds will be used to purchase math resources aligned to state standards with built in differentiated lessons to help teachers better meet the needs of all students in their classrooms.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Additional funds will be used to create outdoor learning space to help with social distancing and provide more learning space in general for our students. This outdoor learning space will also help to provide relaxation space for students struggling with mental health issues. Furthermore, we will use funds to purchase an Epilog Laser and Plasma Cam CNC Metal Router to help provide our students with skills they will be able to use in the career field and further their education. These skills will be important from a practical and technological stand point. Finally, funds will be used to fund the extra time our teachers are spending in their classrooms preparing and providing students in quarantine with learning opportunities.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Academic gaps will be measured 3 times a year with local assessment Benchmarks (Fastbridge, ACT Aspire, and iReady), and on going progress monitoring assessments to ensure academic gaps are not overlooked and students are receiving the interventions they need. Progress monitoring will occur on a monthly basis between benchmark assessments. Both benchmark and progress monitoring will be used for all students in the District. Monthly updates will be provided to the USD 303 Board of Education on both the use of funds and the implementation of our ESSER Plan.

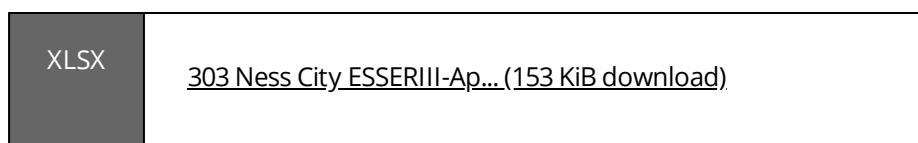
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day,

comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Derek Reinhardt

Date | 10/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
303	Ness City	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
303-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of an additional certified teacher to work primarily with academically struggling students in the 4th-8th grade. This additional personnel spot will provide one-on-one and small group intense intervention for students.	\$ 168,000	\$ 56,000	\$ 56,000	\$ 56,000		70050	
303-1-002	Eligible	Direct Allocation	Other Facilities Acquisition and Construction	Purchased Property Services	13. 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	Creation of an outdoor learning space at NCHS that will provide for greater social distancing and fresh air space for students and staff to utilize. (Concrete: \$18,500, Electrical: \$30,000, Furniture: \$10,000, Fencing: \$2,000, Lighting: \$5,000)	\$ 65,500	\$ 65,500				7070	Additional info from SUPT 12-14-21: The outdoor learning space will be utilized in a couple of different ways. First, it will be used as an outdoor classroom which will allow for greater social distancing and fresh air circulation. This will allow teachers to take their students outside and have space and furniture necessary to teach their classes. Secondly, it will provide for additional space for school meals. Our cafeteria is not large enough to adequately social distance our students. This outdoor learning space will provide additional space for students to spread out and eat. Finally, the space will provide an additional location for student, staff, and community gathering. This will allow these groups to have meetings where social distancing is achievable and being outside helps reduce the spread of COVID
303-1-003	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase an Epilog Fusion Pro 36x24 Laser to further student skill development in high need, high skill job areas and to better prepare students for the world of work. This will provide students with hands on training and skill development in CAD, Production, Carpentry, etc.	\$ 14,000	\$ 14,000				70165	Additional info from SUPT 12-14-21: This piece of technology will allow students to grow academic skills in the area of math, engineering, and design. As we look at the impact COVID has had on our students, we have seen an increase in disengagement from school by many students. Technology such as this will help with Relevance of work and build stronger academic skills which will in turn help students overcome the learning loss that occurred during the pandemic.
303-1-004	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase a Plasma CAM CNC Metal Router to further student skill development in high need, high skill job areas and to better prepare students for the world of work. This will provide students with hands on training and skill development in CAD, Manufacturing, Welding, etc	\$ 14,000	\$ 14,000				70165	Additional info from Supt 12-14-21: This piece of technology will allow students to grow academic skills in the area of math, engineering, and design. As we look at the impact COVID has had on our students, we have seen an increase in disengagement from school by many students. Technology such as this will help with Relevance of work and build stronger academic skills which will in turn help students overcome the learning loss that occurred during the pandemic.
303-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Provide additional monetary stipends for teachers providing students in quarantine learning opportunities beyond the teacher's typical work load. The stipend will be based on the amount of actual time and number of students a teacher services in this manner over the course of the school year.	\$ 50,000	\$ 50,000				70050	Additional info from SUPT 12-14-21: The stipend will be paid out at \$50 a day for any day a teacher must provide remote learning opportunities for a student. The \$50 will be a static amount paid at a daily rate and not by the number of students they service in that day. The \$50,000 will provide the District with 1000 stipends. With 30 teachers, this will provide the opportunity to pay each teacher for around 30 days of remote learning opportunities. This 30 days equates to 20% of the school year for our students.
303-1-006	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of Fountas and Pinnel Reading Intervention tool kits. These will be used to provide intense one-on-one and small group instruction for struggling students and students functioning below grade level	\$ 10,791	\$ 10,791				70155	

303-1-007	Eligible	Direct Allocation	Instructions	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase iReady Math Resource Materials for K-8 classrooms. These resources will provide teachers the tools they need to provide appropriate math instruction for all student groups with a focus on struggling students. The training involved with this resource will also help teachers develop stronger math pedagogy that will greatly benefit all students	\$ 39,406	\$ 39,406				70155	
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Kansas CommonApp (2020)

2016-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



yaVMgbmG

313_Buhler_ESSER III Plan_0819

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 313

Applicant / Mailing Address

| 406 W 7th Ave
| Buhler, KS 67522

Applicant / First and Last Name of Owner, CEO, or Executive Director | Cindy Couchman

Applicant / Email Address of Owner, CEO, or Executive Director | ccouchman@usd313.org

Applicant / Phone Number | 6205432258

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Buhler Unified School District

District Number | 313

Mailing Address Street Address	406 W. 7th St
Mailing City	Buhler
Mailing Address Zip Code	67522
Authorized Representative of the District Name	Cindy Couchman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	ccouchman@usd313.org
Authorized Representative of the District Phone Number	+16205432258
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	shecox@usd313.org
Other District Representative 2 Email Address	kmclure@usd313.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://sites.google.com/usd313.org/buhlernavigatingnext/safety-plans-at-a-glance

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

To help with physical distancing, lower class sizes are needed. To achieve this goal more staff are needed which is reflected in the application. Lunches will need to be eaten outside as much as possible to allow for distancing which requires tables, shade, and space. Continued cleaning and sanitizing is also recommended which requires additional custodial staff, cleaning supplies, and duties on our current custodial crew. Equipment for testing and screening will be needed for our nursing staff along with additional hours and possibly staff. Appropriate PPE will be provided. Communication and maintenance of our website to share COVID response and mitigation strategies along with signage to encourage screening, notify students and stakeholders of traffic flow along with procedures for entering buildings would be needed. Additionally, we are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year.

Engage in Meaningful Consultation with Stakeholders

Students

Students were consulted during coaches meetings and a poll was given to students what their comfort level was in returning to school and opinion on wearing facemasks. Elementary students were not consulted. Most students did not want to wear facemasks as they didn't have to wear them in

our community or when with other groups of students. They felt comfortable and safe returning to school in regards to COVID but have some anxiety in regards to social situations. We took this data from our Communities that Care Survey.

Families

Families had the opportunity to speak to our Board of Education in meetings on this topic, give feedback on a Facebook Live event hosted by the superintendent and also through personal emails. The majority of parents prefer not to wear facemasks and return to learning as normally as possible. Only 5 families contacted the BOE and the superintendent that wanted to wear facemasks.

School and District Administrators including Special Education Administration

Per all of our communication efforts, USD 313 shared information with all stakeholders via our messaging system, newsletters, the district website, and Board of Education notes. We discussed all COVID protocols at our summer retreat and review safety procedures every two weeks at our district administrative meetings, Parents, the community, staff, students and local school districts were apprised to our policies and decision-making procedures through these efforts.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Again, our normal communication efforts using digital messaging, emails and meetings were used to provide updates concerning district status of positive tests and quarantine needs, protocol changes, remote learning options with professional development, and general changes to the school day. Communication did improve throughout the year as was warranted to make certain feedback was obtained given changes needed to be made. All communications were shared digitally so that missing persons could get the information.

The superintendent visits regularly with the local teachers union to listen and get input on issues including COVID related concerns and extra work being put into educating our students each day. A survey was given to all teachers by the union which was shared with the administration. The survey indicated 45% prefer to start with no masks and 40% prefer to wear masks. 85% of all staff felt mostly to completely comfortable returning to school under our current safety protocols.

Tribes

While our district is unaware of any Tribes located in our school district boundaries, our district openly communicates with all constituents and gathers feedback for specific student need.

Civil Rights Organizations including Disability Rights Organizations

We would include any Civil Rights Organization to be a part of our local constituents and stakeholders. Therefore, all communication regarding reactions and procedural changes due to the pandemic were shared openly, allowing for public feedback. Our district is in compliance with civil rights mandates and would be prepared to respond to any concerns.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our special populations students were at the forefront of the COVID Taskforce's decision making efforts. Special educators, counselors and other staff members that work with these children were either included on the Taskforce or their input was garnered in order to make the best decisions for all children, especially those with unique challenges. IEPs were individually adapted to meet student needs including mask omission, virtual learning options and more. When needed, our district was in communication with the outside community entities that assist students in their education such as foster parents, incarceration units, and ELL consultants.

Provide the Public the Opportunity to provide input and take such input into account.

Again, our district clearly encourages public input on our COVID Pandemic mitigation plan as it changed over the year. We surveyed all stakeholders as to concerns and preferences for learning and operating in the school setting. The Taskforce analyzed the results and considered the input in developing and editing the district plan. Our stakeholders are always welcome to email administrators directly or arrange for conversations. The Board of Education also welcomes input during each meeting.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The district had staff members not return and resigned their position because of fear of working in a COVID -19 environment. The district saw the same thing happen with the general student population. We experienced a 3% drop in student enrollment across the district. Our students experienced a loss in instructional days because of the state's recommendation to delay the start of school to better prepare for operating schools in a COVID-19 environment. The number of days that our teachers had to miss work because of a COVID-19 related issue increased the number of days our students were not with a licensed professional educator. Due to quarantines, our district saw over 9,000 days of in person learning lost. We had over 500 days of staff absences due to quarantines or COVID related issues. Our staff's time was increased to deal with the additional duties of dealing with communicating COVID-19 virus information, contact tracing COVID-19 virus cases, and cleaning to mitigate the COVID-19 virus environment.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The district will implement a new evidence-based screener (Fastbridge) and curriculum to identify learning loss in students. This screener will also screen for social emotional health of our students. To facilitate the screener and targeted learning interventions, we will hire additional intervention staff, counselors, and teachers to provide extended learning opportunities such as art. After school programs will be implemented at K-5 with after school tutoring options added at the middle school level.

Summer school programs added for grades 1-9 include a STEAM camp and summer school that focuses on identified students to target learning loss.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, after school, and summer intervention programs and provide for students' social, emotional and mental health needs, we plan to use our ESSER funding to ensure staffing levels to maintain lower class sizes and the ability to distance students out in the classrooms and across the buildings. We plan to add staff to track, trace, communicate, and coordinate with students and families that have been impacted by the COVID virus. We are planning to make any identified needed changes to our current systems to improve the indoor air quality in our facilities.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Buhler serves a diverse population of students including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students in the foster care system. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others. A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students.

Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

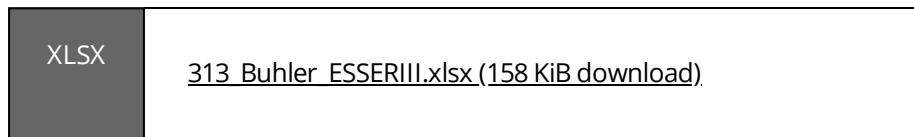
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Cynthia J Couchman

Date | 08/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
313	Buhler	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
313-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid-19 has created us to think about different learning models moving forward. As a result of the pandemic, we will be offering a virtual school next year. This expenditure will allow us to pay our virtual instructor/director during June, July, and August before the "normal contract" starts in September.	\$ 5,000		\$ 5,000	\$ -	\$ -	97-1000-110-415-05	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
313-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence. This cost is for teacher salaries.	\$ 100,000		\$ 20,000	\$ 40,000	\$ 40,000	97-1000-110-411-00	
313-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence. This cost is for para/aide salary.	\$ 50,000		\$ 10,000	\$ 20,000	\$ 20,000	97-1000-120-411-00	
313-1-004	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence. Supplies will also be purchased for afterschool learning opportunities. 2 sessions of summer school (1 STEAM Camp enrichment; 1 Summer school remediation) Each of 20 teachers will receive approx \$500 for basic learning supplies.	\$ 25,000		\$ 10,000	\$ 10,000	\$ 5,000	97-1000-610-411-00	
313-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After school tutoring/mentoring for elementary and Middle school students. Providing a safe environment for feedback, help, instruction. This cost is salary for teachers to provide after school tutoring and mentoring to address learning loss associated with the pandemic.	\$ 120,000		\$ 40,000	\$ 40,000	\$ 40,000	97-1000-110-411-00	
313-1-006	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	This cost is for an additional counselor to provide counseling & SEL learning support as needs in the area of SEL have significantly increased during the pandemic.	\$ 159,000		\$ 52,000	\$ 53,000	\$ 54,000	97-2120-110-410-00	
313-1-007	Eligible	Direct Allocation	Guidance Services	Group Insurance	10. Providing mental health services and supports	Insurance benefit for added counselor	\$ 21,368		\$ 6,768	\$ 7,100	\$ 7,500	97-2120-210-410-00	
313-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Added this position as a result of the pandemic and the need to assist students with learning loss in the area of math. This cost is for hiring a math interventionist. This position will be housed in the school that had the most learning loss.	\$ 167,394		\$ 54,394	\$ 56,000	\$ 57,000	97-1000-110-415-08	

313-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Added this part time position to put Art into our elementary schools to give another opportunity for learning the arts as well as helping with mental health concerns that have increased due to the pandemic.	\$ 97,100		\$ 31,600	\$ 32,500	\$33,000	97-1000-110-415-00
313-1-010	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	insurance benefit for math interventionist	\$ 21,368		\$ 6,768	\$ 7,100	\$ 7,500	97-1000-210-415-08
313-1-011	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Insurance benefit for art teacher	\$ 12,797		\$ 4,060	\$ 4,260	\$ 4,477	97-1000-210-415-00
313-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fica for math interventionist	\$ 13,110		\$ 4,260	\$ 4,350	\$ 4,500	97-1000-220-415-08
313-1-013	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fica for art teacher	\$ 7,800		\$ 2,500	\$ 2,600	\$ 2,700	97-1000-220-415-00
313-1-014	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	FICA for added guidance counselor	\$ 12,600		\$ 4,000	\$ 4,200	\$ 4,400	97-2120-220-410-00
313-1-015	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	403B match for math interventionist	\$ 2,700		\$ 900	\$ 900	\$ 900	97-1000-291-415-08
313-1-016	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	403B match for guidance counselor	\$ 2,700		\$ 900	\$ 900	\$ 900	97-1000-291-415-00
313-1-017	Eligible	Direct Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	403 B match for added counselor	\$ 2,700		\$ 900	\$ 900	\$ 900	97-2120-291-410-00
313-1-018	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment for art teacher	\$ 600		\$ 200	\$ 200	\$ 200	97-1000-260-415-00
313-1-019	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment for math interventionist	\$ 450		\$ 150	\$ 150	\$ 150	97-1000-260-415-08

313-1-020	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports		\$ 600		\$ 200	\$ 200	\$ 200	97-2120-260-410-00
313-1-021	Eligible	Direct Allocation	Support Services-School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Supervision and oversight duties related to administration of summer school. This expenditure will cover the cost of summer school principal.	\$ 12,000		\$ 4,000	\$ 4,000	\$ 4,000	97-2400-110-411-00
313-1-022	Eligible	Direct Allocation	Support Services-School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Supervision and duties related to administration of summer school	\$ 1,050		\$ 350	\$ 350	\$ 350	97-2400-220-411-00
313-1-023	Eligible	Direct Allocation	Support Services-School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Supervision and duties related to administration of summer school	\$ 150		\$ 50	\$ 50	\$ 50	97-2400-260-411-00
313-1-024	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Elementary Art Supplies. This expenditure includes costs of paint, paper, brushes, pencils, markers, etc. for elementary art. This cost will give another opportunity for learning the arts as well as helping with mental health/SEL needs due to the stress of the pandemic.	\$ 7,500		\$ 2,500	\$ 2,500	\$ 2,500	97-1000-610-415-00
313-1-025	Eligible	Direct Allocation	Guidance Services	Medical Services	10. Providing mental health services and supports	This will help address mental health needs as a result of the pandemic. This expenditure represents the amount of cost sharing with the area mental health center to provide additional counseling for PK-12 students.	\$ 30,000		\$ 20,000	\$ 10,000	\$ -	97-2120-346-410-00
313-1-026	Eligible	Direct Allocation	Instruction	Software	5. Procedures and systems to improve LEA preparedness and response efforts	This is for Fastbridge Screener to help diagnose weaknesses in learning and how to respond effectively to recover learning loss.	\$ 40,000			\$ 20,000	\$ 20,000	97-1000-653-405-00
313-1-027	Eligible	Direct Allocation	Monitoring Services	Equipment	5. Procedures and systems to improve LEA preparedness and response efforts	Cameras on all busses to help with contact tracing. The cost for cameras is estimated to be \$400 - \$600 each of 30 busses. Larger busses will need multiple cameras.	\$ 13,000		\$ 13,000	\$ -	\$ -	97-2720-730-405-00
313-1-028	Eligible	Direct Allocation	Administrative Technology Services	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As a result of the pandemic we have created a virtual school that is housed in the administration center where students will be meeting periodically. Therefore, updated switches and access points are needed. This cost primarily includes Acelis online learning licenses@ \$150 per student and an additional \$250 per student fee for cyberschool license for estimated 100-150 students. The \$150 license is for access to the virtual learning platform, the \$250 license provides additional online support for tutoring and assistance 24/7.	\$ 25,000			\$ 25,000	\$ -	97-2580-736-409-00

313-1-029	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	As a result of the pandemic we have created a virtual school at the admin center. This is to help with the initial software costs of starting a new program.	\$ 5,000		\$ 5,000	\$ -	\$ -	97-1000-610-403-00
313-1-030	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Software (Boardworks) that will provide Tier 2 and Tier 3 lessons and activities to address learning loss of students identified by using the Fastbridge screener.	\$ 7,200		\$ 6,000	\$ 600	\$ 600	97-1000-653-412-00
313-1-031	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Using fastbridge screener to address learning loss in students will require headsets to be used. This will include a set of 15 headphones for each building to help with students that cannot afford a set.	\$ 2,000		\$ 2,000	\$ -	\$ -	97-1000-610-409-00
313-1-032	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for an added STEM room to provide enrichment learning opportunities for students K-5 to assist in addressing learning loss. This includes supplies such as lego sets, robotic sets, lab supplies & essential classroom supplies such as paper, ink, paint etc.	\$ 6,000		\$ 2,000	\$ 2,000	\$ 2,000	97-1000-610-411-00
313-1-033	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Social Security for after school learning opportunities	\$ 30,000		\$ 10,000	\$ 10,000	\$ 10,000	97-1000-220-411-00
313-1-034	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Unemployment for after school learning and summer school	\$ 3,000		\$ 1,000	\$ 1,000	\$ 1,000	97-1000-260-411-00
313-1-035	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	We are purchasing Fastbridge to use as a screener to diagnose learning loss and to help provide interventions. This is training during non contractual time for our staff to use the software more effectively.	\$ 4,500		\$ 4,500	\$ -	\$ -	97-1000-110-405-00
313-1-036	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	In the case of teachers needing to quarantine due to COVID-19 and cannot teach we will need more substitute costs than usual.	\$ 60,000			\$ 30,000	\$ 30,000	97-1000-115-403
313-1-037	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Iready/Textbooks/Software for students to receive personalized instruction to address skill gaps in math and reading	\$ 9,000		\$ 9,000	\$ -	\$ -	97-1000-644-412-00
313-1-038	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (teachers) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees.	\$ 142,000			#####		97-1000-110-416-00

313-1-039	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (para/aides) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees	\$ 41,000		\$ 41,000	97-1000-120-416-00
313-1-040	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for premium pay	\$ 15,000		\$ 15,000	97-1000-220-416-00
313-1-041	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for premium pay	\$ 200		\$ 200	97-1000-260-416-00
313-1-042	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Other employee benefits for premium pay (KPERs Penalty)	\$ 400		\$ 400	97-1000-290-416-00
313-1-043	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (counselors) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees	\$ 7,000		\$ 7,000	97-2120-110-416-00
313-1-044	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for premium pay	\$ 500		\$ 500	97-2120-220-416-00
313-1-045	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for premium pay	\$ 10		\$ 10	97-2120-260-416-00
313-1-046	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (RN nurses) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees	\$ 3,000		\$ 3,000	97-2130-110-416-00
313-1-047	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (LPN, CNAs) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees	\$ 2,000		\$ 2,000	97-2130-120-416-00
313-1-048	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for premium pay	\$ 400		\$ 400	97-2130-220-416-00
313-1-049	Eligible	Direct Allocation	Health Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for premium pay	\$ 5		\$ 5	97-2130-260-416-00

313-1-050	Eligible	Direct Allocation	Support Services Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	premium pay at \$1000 per person (SPED teachers) for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees	\$ 4,000			\$ 4,000		97-2200-110-416-00	
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Kansas CommonApp (2020)

1943-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



XPRlgKny

320_Wamego_ESSER III Plan_MMDD

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 320 Wamego

Applicant / Mailing Address

| 1008 8th Street
| Wamego, KS 66547

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tim Winter, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | wintert@usd320.com

Applicant / Phone Number | 785-456-7643

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480699341

Applicant / Website Address (if applicable) | www.usd320.com

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

PDF

[USD 320 W-9 - 2020 Signed... \(70 KiB download\)](#)

Applicant / Board Member List *(if applicable)*

PDF

[Board Member List-20-21.p... \(67 KiB download\)](#)

Fiscal Agent / Name (if applicable) | Kathryn Mayfield
Fiscal Agent / Email (if applicable) | mayfieldk@usd320.com

Application details

Full District Name | Wamego Public Schools
District Number | 320
Mailing Address | Street Address | 1008 8th Street
Mailing | City | Wamego
Mailing Address | Zip Code | 66547
Authorized Representative of the District | Name | Kathryn Mayfield
Authorized Representative of the District | Position or Title | Business Manager/Board Clerk
Authorized Representative of the District | Email Address | mayfieldk@usd320.com
Authorized Representative of the District | Phone Number | +17854567643
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | manng@usd320.com
Other District Representative 2 | Email Address | meitlers@usd320.com
Please paste a direct link of your school district's safe return plan that is posted on your website. | <https://www.usd320.com/vnews/display.v/ART/60d34edf1f762>

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 320 has used ESSER 3 Funds to purchase necessary PPE for classrooms and vehicles, additional cleaning and disinfecting supplies as well as plexiglass barriers for the classrooms. Additionally portable air purifying units with ionizers have been purchased and installed in each of our classrooms. Small hand sanitizing stations have been installed in each classroom and larger units in our public areas throughout the schools. We will continue to install touch-less faucets in our public restrooms. Installed locks on the drinking fountain bubblers so as to force the use of water-bottles.

Engage in Meaningful Consultation with Stakeholders

Students

As part of the high school's redesign efforts, WIN (What I Need) Fridays were instituted at the request of students; these were sessions on Friday's when students could get academic help in their self-selected areas.

Families

In the school year of 2020-21 our families were extensively surveyed in regards to school climate, school operations and the district's overall response to the COVID-19 pandemic. Many of those responses were considered and drove how those funds could be used.

School and District Administrators including Special Education Administration

MANY meetings were and are being held by the District's Leadership Team to deal with the challenges resulting in the response of COVID-19 mitigation and the sometimes confusing and contradictory CDC guidelines. The District Leadership team with members of the Board of Education, school nurses and community medical staff formed a group known as the COVID Guidance Team. This group met weekly in 2020-21 to review case numbers and the impact of COVID on school operations. This group is continuing to meet on a weekly basis in the 2021-22 school year.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

In the spring of 2021 building principals met with their staffs to discuss the use of ESSER 2 funds. The information gained from those discussions and meetings have been used to guide in the use of ESSER 3 funds. Further, as part of the 2021-22 negotiations with the Wamego Teacher's Association retention bonuses were negotiated for returning staff using a portion of the ESSER 3 funds.

Tribes

There is no significant number of Native Americans in USD 320 and we know of no organized tribe existing in Pottawatomie County.

Civil Rights Organizations including Disability Rights Organizations

We are not aware of any of these organizations in USD 320.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our Special Education Director and ESOL personnel have been closely involved with our District Leadership Team meetings and staff meeting. Our Asst. Superintendent is our Homeless Student Liason and has been directly involved in our surveys and meetings.

Provide the Public the Opportunity to provide input and take such input into account.

Information has been shared regularly with the public via televised BOE meetings, local news media, social media, and emails from the District. Feedback from these media outputs has been received from each of these outlets and responses have been considered when considering how to use the ESSER 3 funds.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Students' social and emotional states have suffered due to hybrid, wearing masks, using desk shields, and cohorting. Current 1st grade students missed a quarter of their foundational learning in reading and number sense in Kindergarten. 42% of 1st grade students had no risk in FASTbridge in the fall and that fell to only 30% in the Winter. Because of the lost learning, students are not able to typically progress. Some of our most needy families continue to struggle with accessing community resources and mental health support. High school students' feeling of isolation has increased, creating a need for positive peer interactions.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Summer learning has been, and will be, offered to those elementary students who are most at risk of continuing to fall behind reading and math expectations. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. We plan to utilize approximately 16 staff to service an estimated 100 students in our elementary summer academy. Our middle school summer academy provides learning opportunities based on the KSDE's competencies and provides a structure for social emotional learning. We estimate that 7 staff will serve approximately 60 students at our middle school. Our high school summer learning academy will provide experiences for students who need additional social emotional support. The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support +/- 10 students with limited English proficiency. Our summer academies will run for 15 days with 4 hours/day of instruction. We will also use funds for air filtration, PPE, sanitizing, and cleaning supplies. Additional CNA staff will remain with the district to assist our nursing staff to meet the health needs of our students. An additional bus driver will remain on staff to provide transportation for our at risk students who live in city limits, but struggle to get to school.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Funding has been used to provide instructional support to our middle school teachers through the hiring of a part-time MTSS facilitator and part-time At-Risk Teacher. An additional counselor was hired at the high school whose primary responsibility is to provide support for SEL activities. We will continue to offer professional learning opportunities to our staff to ensure that our students are engaged in high quality instruction. These opportunities include Kagan Cooperative Learning institutes, "high-impact instruction", curriculum implementation, and student engagement strategies

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

FASTtrack reading and FASTtrack math scores should improve and progress monitoring will be used for our early reading students. We should see students' scores improve with their attendance in our summer learning program. More families will

utilize the mental health and community resources available to them. MTSS will be implemented with fidelity and instructional support will be in place at Wamego Middle School. Sanitation and cleaning will continue to be provided so that our students and staff can stay healthy. High school students' mental, social, and emotional needs will be met more effectively. Interim assessment scores will improve over time.

The "Kansas Communities That Care" survey is given to our students annually and the results are used to guide our SEL planning.

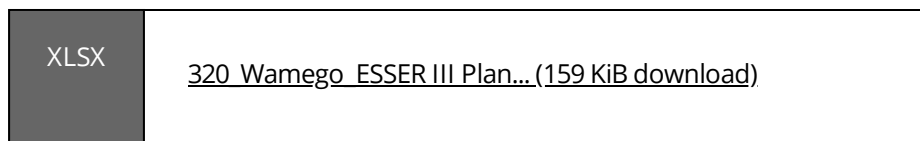
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form

to Report

Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Kathryn Mayfield

Date

| 08/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
320	Wamego	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
320-1-001	Eligible	Direct Allocation	Support Services - General Administration	Regular - Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 320 is requesting \$281,491.33 for the purpose of providing premium pay, or additional compensation, for all returning district personnel from the 2020-2021 school year. The total amount will be paid as 2.25% of the employee's total base pay for 2020-2021 to prepare for and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-2022 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased development of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacts in various ways by the COVID-19 pandemic.	\$ 155,750		\$ 155,750			007 E 2300 29 0000 390 93 110	Per applicant. Yes; staff have performed additional duties and have agreed to and are completing increased duties. The plan as outlined has been approved by both the Wamego Teachers Association and the Board of Education.
320-1-002	Eligible	Direct Allocation	Support Services - General Administration	Regular - Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 320 is requesting \$281,491.33 for the purpose of providing premium pay, or additional compensation, for all returning district personnel from the 2020-2021 school year. The total amount will be paid as 2.25% of the employee's total base pay for 2020-2021 to prepare for and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-2022 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased development of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacts in various ways by the COVID-19 pandemic.	\$ 100,000		\$ 100,000			007 E 2300 29 0000 390 93 120	See Row 1.
320-1-003	Eligible	Direct Allocation	Support Services - General Administration	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA Taxes for above salary lines.	\$ 15,856		\$ 15,856			007 E 2300 29 0000 390 93 221	
320-1-004	Eligible	Direct Allocation	Support Services - General Administration	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare taxes for above salary lines	\$ 3,708		\$ 3,708			007 E 2300 29 0000 390 93 222	
320-1-005	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	UE taxes for above salary lines	\$ 256		\$ 256			007 E 2300 29 0000 390 93 260	

320-1-006	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	KPERS for above salary lines	\$ 5,000		\$ 5,000			007 E 2300 29 0000 390 93 290	
320-1-007	Eligible	Direct Allocation	Support Services - General Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp Insurance for above salary lines.	\$ 921		\$ 921			007 E 2300 29 0000 390 93 270	
320-1-008	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplies necessary to continue free meal delivery and in-class meal delivery during school meal periods due to COVID-19.	\$ 19,354	\$ 4,354	\$ 15,000			007 E 3100 29 0000 938 93 680	Per applicant, With COVID restrictions, meals were being served individually in the classrooms and not through traditional cafeteria service lines. All meals were prepackaged by foodservice in disposable "takeout" type containers to be distributed at lunch time, thus avoiding students gathering too closely.
320-1-009	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	ELA and Math instructional materials to address learning loss associated with students who are suffering learning loss as a result of COVID-19 restrictions.	\$ 157,120	\$ 102,120	\$ 55,000			007 E 1000 29 0000 170 93 321	Per applicant, To reduce the impact of learning loss due to COVID-19, Wamego purchased a Tier 1 core ELA curriculum K-12. For our K-5 grades, CKLA was reviewed, piloted, purchased, and implemented. CKLA is grounded in the science of reading, supports KSDE's dyslexia initiative and aligns with the evidence-based reading instruction guidelines. For 6-8 grades, Amplify ELA 6-8 was implemented. For 9-12 MyPerspectives has been implemented. Wamego also purchased and implemented Desmos Illustrative Mathematics for the middle school grades 6-8 and implemented Kendall Hunts Illustrative Mathematics for the high school Algebra 1, Geometry, and Algebra II (22-23 school year). All of these curricula are rated Green on EdReports, supported by educational consultants and experts, and are designed to support all students in core math and core ELA. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
320-1-010	Eligible	Direct Allocation	Maintenance of Buildings	Non-Technology-Related Repairs and Maintenance	13. 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	Portable air filtration units for classrooms and office areas to remove particulates from the air; Reprogram air handlers so fans run all the time, thus providing cleaner air on a continuous basis, Add filtration units to 20 elementary classrooms to eliminate airborne bacteria and provide cleaner air, Air Scrubber for HS Ag Shop to remove excessive smoke from the air, thus providing a safer and cleaner breathing environment.	\$ 305,750		\$ 305,750			007 E 2620 29 0000 563 93 431	Per applicant, Due to the welding instruction taking place and the antiquated air handling unit, the air quality in the shop was very poor. Given the already smokey/dirty air coupled with an air borne virus such as Covid, we believed it to be a prudent move to safeguard the student's health. This was accomplished by improving the amount of fresh air that is being brought into the shop while also improving the cleaning of the air in the shop so as to remove as many pollutants, man-made and viral, as possible. Allowable if CDC guidelines are met.
320-1-011	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Various technology components to assist students in learning.	\$ 20,472	\$ 20,472				007 E 1000 29 0000 160 93 650	Per applicant, We found it necessary to provide for additional remote learning situations for our students and to allow for "no touch" meetings, especially with amd for our staff. The funds were used to purchase additional hotspots for use by students and enhanced Zoom licensing to allow for more, larger and longer group meetings with our staff and students. Also cyber security software was purchased to protect our wifi infrastructure, and those who were authorized to use our network, from hacking and malware threats.
320-1-012	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Paper goods, cleaning supplies, chemical PPE, etc. to continue high standards of cleanin and sanitizing all areas of all buildings within the district. PPE to assist with social distancing in classroom situations.	\$ 91,202	\$ 3,997	\$ 87,205			007 E 2620 29 0000 560 93 610	

320-1-013	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Instructional Aides for summer school to address learning loss to those most affected by COVID-19 restrictions.	\$ 24,772		\$ 7,853	\$ 8,253	\$ 8,666	007 E 1000 29 0000 155 93 120	Per reservation narrative, Summer learning has been, and will be, offered to those elementary students who are most at risk of continuing to fall behind reading and math expectations. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. We plan to utilize approximately 16 staff to service an estimated 100 students in our elementary summer academy. Our middle school summer academy provides learning opportunities based on the KSDE's competencies and provides a structure for social emotional learning. We estimate that 7 staff will serve approximately 60 students at our middle school. Our high school summer learning academy will provide experiences for students who need additional social emotional support. The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support +/- 10 students with limited English proficiency. Our summer academies will run for 15 days with 4 hours/day of instruction.
320-1-014	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Instructional Aides for summer school to address learning loss to those most affected by COVID-19 restrictions.	\$ 1,536		\$ 487	\$ 512	\$ 537	007 E 1000 29 0000 155 93 221	See Row 13.
320-1-015	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Instructional Aides for summer school to address learning loss to those most affected by COVID-19 restrictions.	\$ 360		\$ 114	\$ 120	\$ 126	007 E 1000 29 0000 155 93 222	See Row 13.
320-1-016	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Instructional Aides for summer school to address learning loss to those most affected by COVID-19 restrictions.	\$ 24		\$ 7	\$ 8	\$ 9	007 E 1000 29 0000 155 93 260	See Row 13.
320-1-017	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide targeted instruction during the summer for those students suffering from learning loss due to previous COVID-19 limitations. Students will be assisted in core classes to help them catch up on learning missed during shut-downs and remote instruction.	\$ 69,000				\$ 69,000	007 E 1000 29 0000 933 93 111	See Row 13.
320-1-018	Eligible	Direct Allocation	Instruction		12. Addressing learning loss among students, including vulnerable populations	Taxes for above	\$ 4,278				\$ 4,278	007 E 1000 29 0000 933 93 221	See Row 13.
320-1-019	Eligible	Direct Allocation	Instruction		12. Addressing learning loss among students, including vulnerable populations	Taxes for above	\$ 1,001				\$ 1,001	007 E 1000 29 0000 933 93 222	See Row 13.
320-1-020	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Taxes for above	\$ 69				\$ 69	007 E 1000 29 0000 933 93 260	See Row 13.
320-1-021	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part time instructional teacher to work with students who are falling behind in daily instruction.	\$ 47,510		\$ 23,175	\$ 24,335		007 E 1000 29 0000 150 93 110	Per narrative, Funding has been used to provide instructional support to our middle school teachers through the hiring of a part-time MTSS facilitator and part-time At-Risk Teacher.
320-1-022	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 5,720		\$ 2,820	\$ 2,900		007 E 1000 29 0000 150 93 213	

320-1-023	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 2,946			\$ 1,437	\$ 1,509	007 E 1000 29 0000 150 93 221	
320-1-024	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 689			\$ 336	\$ 353	007 E 1000 29 0000 150 93 222	
320-1-025	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 48			\$ 23	\$ 24	007 E 1000 29 0000 150 93 260	
320-1-026	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	provide instructional support to our middle school teachers through the hiring of a part-time MTSS facilitator and part-time At-Risk Teacher.	\$ 47,510			\$ 23,175	\$ 24,335	007 E 2100 29 0000 250 93 110	
320-1-027	Eligible	Direct Allocation	Support Services (Students)	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 5,720			\$ 2,820	\$ 2,900	007 E 2100 29 0000 250 93 213	
320-1-028	Eligible	Direct Allocation	Support Services (Students)	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 2,946			\$ 1,437	\$ 1,509	007 E 2100 29 0000 250 93 221	
320-1-029	Eligible	Direct Allocation	Support Services (Students)	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 689			\$ 336	\$ 353	007 E 2100 29 0000 250 93 222	
320-1-030	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Health/taxes for above	\$ 48			\$ 23	\$ 24	007 E 2100 29 0000 250 93 260	
320-1-031	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 73,190			\$ 36,050	\$ 37,140	007 E 2134 29 0000 355 93 121	Per narrative, Additional CNA staff will remain with the district to assist our nursing staff to meet the health needs of our students.
320-1-032	Eligible	Direct Allocation	Nursing Services	Health and Accident Insurance	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 22,560			\$ 11,280	\$ 11,280	007 E 2134 29 0000 355 93 213	
320-1-033	Eligible	Direct Allocation	Nursing Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 4,538			\$ 2,235	\$ 2,303	007 E 2134 29 0000 355 93 221	
320-1-034	Eligible	Direct Allocation	Nursing Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 1,061			\$ 523	\$ 539	007 E 2134 29 0000 355 93 222	

320-1-035	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 73			\$ 36	\$ 37	007 E 2134 29 0000 355 93 260	
320-1-036	Eligible	Direct Allocation	Other Support Services-School Administration	Part-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19; Summer School Administration to address student needs.	\$ 11,000			\$ 5,500	\$ 5,500	007 E 2490 29 0000 934 93 113	See Row 13.
320-1-037	Eligible	Direct Allocation	Other Support Services-School Administration	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19; Summer School Administration to address student needs.	\$ 682			\$ 341	\$ 341	007 E 2490 29 0000 934 93 221	
320-1-038	Eligible	Direct Allocation	Other Support Services-School Administration	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19; Summer School Administration to address student needs.	\$ 160			\$ 80	\$ 80	007 E 2490 29 0000 934 93 222	
320-1-039	Eligible	Direct Allocation	Other Support Services-School Administration	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19; Summer School Administration to address student needs.	\$ 11			\$ 6	\$ 6	007 E 2490 29 0000 934 93 260	
320-1-040	Eligible	Direct Allocation	Vehicle Operation	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 11,000			\$ 5,500	\$ 5,500	007 E 2710 29 0000 939 93 122	See Row 13.
320-1-041	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 682			\$ 341	\$ 341	007 E 2710 29 0000 939 93 221	
320-1-042	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 160			\$ 80	\$ 80	007 E 2710 29 0000 939 93 222	
320-1-043	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 11			\$ 6	\$ 6	007 E 2710 29 0000 939 93 260	
320-1-044	Eligible	Direct Allocation	Other Support Services-School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 11,000			\$ 5,500	\$ 5,500	007 E 2490 29 0000 935 93 120	See Row 13.
320-1-045	Eligible	Direct Allocation	Other Support Services-School Administration	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 682			\$ 341	\$ 341	007 E 2490 29 0000 935 93 221	
320-1-046	Eligible	Direct Allocation	Other Support Services-School Administration	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 160			\$ 80	\$ 80	007 E 2490 29 0000 935 93 222	

320-1-047	Eligible	Direct Allocation	Other Support Services-School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 11			\$ 6	\$ 6	007 E 2490 29 0000 935 93 260
320-1-048	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 509	\$ 29	\$ 113	\$ 367	007 E 1000 29 0000 999 93 270	
320-1-049	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 171		\$ 83	\$ 88	007 E 2100 29 0000 250 93 270	
320-1-050	Eligible	Direct Allocation	Nursing Services	Worker's Compensation	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 264		\$ 130	\$ 134	007 E 2134 29 0000 355 93 270	

Kansas CommonApp (2020)

1970-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



pXxBnDnp

USD 322 Onaga-Havensville-Wheaton ESSER III PLAN 08/17

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 322 Onaga-Havensville-Wheaton
Applicant / Mailing Address	
USD 322 P.O. Box 60 Onaga,KS 66521	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dan Polk
Applicant / Email Address of Owner, CEO, or Executive Director	polkd@usd322.org
Applicant / Phone Number	7858894614

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Onaga-Havensville-Wheaton
District Number	USD 322
Mailing Address Street Address	P.O. Box 60, 500 High Street
Mailing City	Onaga, KS
Mailing Address Zip Code	66521
Authorized Representative of the District Name	Dan Polk
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	polkd@usd322.org
Authorized Representative of the District Phone Number	+17858894614
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	minihanc@usd322.org
Other District Representative 2 Email Address	Poellt@usd322.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.usd322.org/live-feed#1604379

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We have many of the mitigation strategies and procedures in place and funded with previous ESSER funds. However some of the ESSER III funds will be utilized to extend hours of our school nurse. We used some previous ESSER funds to do this last year and would like to continue that very vital service and role throughout this year to keep kids monitored, healthy and referred for testing. The intent would be also, if funds were allotted, to expand her hours of service even more to very close to full time for the second semester and next school year.

Engage in Meaningful Consultation with Stakeholders

Students

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began They were engaged about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. Student input and responses were a little different in that they also thought more personnel would help but their higher areas were in technology materials and

after school tutoring. We have a tutoring program in place and used there earlier ESSER money on a 1 to 1 initiative that they had not realized yet. The district engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. 7% of the responses were from this group that did participate in the survey.

Families

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began They were engaged about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. Several of our board members are also member of the parental groups of our district (PATHS). At those meetings plans were discussed and their input was taken areas of funding need for the district. Those groups mirrored the districts survey results for this groups subset, though they did favor summer school. The district engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. We had a very good 65% of respondents fall into this category. Since we are a very small school this type of response covers a large aspect of the people available to survey as most parents are the majority of our patrons and professionals in our community as well. Their areas were addition of personnel, expanding school nurse services, summer school and school facilities.

School and District Administrators including Special Education Administration

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began they were engaged at teacher workdays and weekly meetings about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. Their top three areas were additional staff/teaching personnel for academic and behavioral support, expanding the school nurse position and instruction materials/social and emotional learning. The district also engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began they were engaged at teacher workdays and weekly meetings about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. Their top three areas were additional staff/teaching personnel for academic and behavioral support, expanding the school nurse position and instruction materials/social and emotional learning. The district also engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. This group made up 24% of our respondents and again, for our small community was a good return on the survey. And as stated above had the same input as to important areas as the similar group above.

Tribes

N/A, we have no reservation land in our district, or student population that identifies as such. Though there was ample possibility and posted and open board meetings to participate as well in the open and public survey process. Upon State

urging we did call the Kickapoo nation, of considerable distance away for the opportunity but got no response.

Civil Rights Organizations including Disability Rights Organizations

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began They were engaged about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. We did have an office of civil rights contact over the summer regarding a parent complaint on behalf of a student. There was brief contact while working with that situation involving thoughts on student needs in a rural KS situation. Input was in general but "anything for students, to help them cope better with leaning during the pandemic" was the general return. The district engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. To be included in our parent/citizen numbers, again due to our VERY small size.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began They were engaged about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. The stakeholders relative to these subgroups in our district ARE OUR parents and social workers already contacted and directly involved in the district under other subgroups. They also were of the mindset to have more interest in summer school than materials purchase. The district engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. To be included in our parent/citizen numbers, again due to our VERY small size. Those were part of the add staff, including a nurse subgroups previous.

Provide the Public the Opportunity to provide input and take such input into account.

It is important to understand that we are a 1A school system of approximately 330 students and 28 professional staff in a rural area of Kansas. Our entire administrative staff of 2, special education staff, and professional staff ALL meet together formerly at least weekly. Before and soon after school began they were engaged about utilization of Federal funds and asked for feedback as to how they thought those dollars would/could best benefit our district. The public mirrored other groups with their input being to add additional personnel being the most vital (for educational regression and health/nurse) BUT the lesser goals more focused on social emotional learning and mental health/summer school avenues. The district engaged with all stakeholders via survey that was published on our website and advertised extensively for participation from all parties, stakeholders, groups and general public. It was clear and concise and not only asked for input on specific avenues of fund utilization but also left an open ended comment section to allow for any and all input from and all perspectives about ideas to utilizing the funding. This along with countless opportunities to discuss at public board meetings. The survey was well populated compared to those done previous. This response along with continual board meeting opportunities has given the population of USD 322 school district ample opportunity and avenues to participate should they have wanted to and information has been provided in the public realm even if they chose not to.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

While the impacts of Covid-19 are varied and very wide ranging in our district, we have two quite evident situations that are of concern over and above the other general ones of lost time and learning loss due to Covid. USD 322 Onaga has two class situations, that due to Covid, could GREATLY benefit by being divided so we could focus on and respond to SEL and learning loss due to COVID 19's shut down in the spring of 2020, quarantining, and a tumultuous 2020-2021 school year.

We are looking at a Kindergarten, going to be 1st grade class, that has many issues....including those related to Covid last spring as it directly and detrimentally affected their preschool to school transition and preparation. Their performance on assessments have not only fallen from the norm but their SEL and behavioral lack of growth due to transitioning to school age in remote fashion has really consumed our time this year and is a clear problem. The amount of discipline referrals and lack of completed transitional expectations have almost tripled over previous years. We would like to split this class of currently 25 moving forward to 1st grade to work on the obvious SEL and behavioral as well as to school transitional issues that these kids have. It will allow us to focus on repairing those aspects of transition and schooling that they did not receive due to Covid. It is our expectations the SEL will help them grow and at some point finalize the transition skills they lost out on as well as raise their scores in assessment and lower their referrals due to behaviors....

The second class is a very large class of 32 5th graders. They have been split but due to needs in the lower elementary--NOT EVEN INCLUDING the 1st grade listed above, next year they are not planned to be. That large of a class with the obvious losses in learning the they have displayed since the spring of 2020 shutdown could benefit GREATLY from being split. This would allow for addressing specific Math and ELA areas of deficiency from learning loss and allow more individualized attention relating to their education and health and well being as well. While student below them are not usually as involved in activities and students above them go to have that aspect of their lives this school year. They LARGELY did not. So their social emotional needs are more impacted that grades above and below them along with their learning loss. The addition of a teacher to this group would as well help on the way to recovering from Covid.

We did do a summer school session this past year for the most at risk educationally speaking students and opened it up for all to participate as well. Almost 35% of the student population took advantage of the opportunity. While this expense of funds was not high on the returned surveys (added staffing and added nurse were the two highest), it was seen as a very positive one and one our board would like to continue at least one more year. They see it as maybe not being seen as a need by the majority but as a definite need for the population that utilized it to recoup learning and behavior loss. They feel it is vital to the small number, but most needy or our students that have been significantly impacted in they education by the pandemic.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

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

M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 322 utilized summer school with ESSER II funds to address learning loss and the loss of instructional time for the 2020-2021 school year. As a small school we service approximately 1/3 of our K-8 students with extended programming, teaching and learning, educational field trips and summer instruction. We would utilize funds through ESSER III to continue this opportunity next year and as long as the proportionate funding allows. Those attending summer school have come back more prepared than if they were not allowed academic extra instruction to deal with their SEL and learning loss. The added instruction time was VERY beneficial for this part of our student population. So much so we would like to continue ESSER II paid for programming of Summer school with ESSER III funding as well.

Funds will also be used in relation to the two major areas of concern mentioned in Part B of this document:

We are looking at a Kindergarten, going to be 1st grade class, that has many issues....including those related to Covid last spring as it directly and detrimentally affected their preschool to school transition and preparation. Their performance on assessments have not only fallen from the norm but their SEL and behavioral lack of growth due to transitioning to school age in remote fashion has really consumed our time this year and is a clear problem. The amount of discipline referrals and lack of completed transitional expectations have almost tripled over previous years. We would like to split this class of currently 25 moving forward to 1st grade to work on the obvious SEL and behavioral as well as to school transitional issues that these kids have. It will allow us to focus on repairing those aspects of transition and schooling that they did not receive

due to covid. It is our expectations the SEL will help them grow and at some point finalize the transition skills they lost out on as well as raise their scores in assessment and lower their referrals due to behaviors....

The second class is a very large class of 32 5th graders. They have been split but due to needs in the lower elementary---NOT EVEN INCLUDING the 1st grade listed above, next year they are not planned to be. That large of a class with the obvious losses in learning the they have displayed since the spring of 2020 shutdown could benefit GREATLY from being split. This would allow for addressing specific Math and ELA areas of deficiency from learning loss and allow more individualized attention relating to their education and health and well being as well. While student below them are not usually as involved in activities and students above them go to have that aspect of their lives this school year. They LARGELY did not. So their social emotional needs are more impacted that grades above and below them along with their learning loss. The addition of a teacher to this group would as well help on the way to recovering from Covid.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The LEA, USD 322 intends to spend its remaining ESSER III funds on the nursing position that has been expanded through ESSER funding to serve the LEA populations Both students and staff. It is critical to use funding on this important position for the mitigation, monitoring, testing and care components needed to keep a school safe and functioning so as to NOT lose learning time due to no health monitoring or protocols. This funding, if approved will hopefully allow us to expanded health services even farther than we utilized the funds for in ESSER II. With the majority of our funds spent on ARP 2001(e)(1) the remainder would be focused on this one position that is so vital to a small school and one that previously was not a full-time in use position.

We will also use some of the funding for PPE supplies and testing of students for virus contagion and handling in the district, and for performance pay for our staff as they will be having continual training, education and work related requirements due to the pandemic. From cleaning methods, to teaching methods and everywhere in between.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

It is clear that summer school, a lower one to one ratio, a focus on SEL in key transition grades and added instructional help will Serve all of the above as far as content and students of impacted sub groups. Addressing learning loss and SEL transition concerns as we have proposed will not only serve the impacted sub-groups well but will also be a factual help to our general population as a whole. All of the ESSER dollars we have spent have been for the factors of learning, SEL supports, educational technology supports of our students to learn in the new realms and schedules Brought by the pandemic and in service of their health and attempts at mitigation. Use of the Esser III funding will follow suit according. Dividing of our SEL transition first graders and additional staff for our over-crowded 5th grade class along with summer school learning loss and retention work this year and years into the future will surely help us cope with the pandemic effects that have challenged all schools. The addition of educational staff to address learning loss in these transition grades and these areas detailed about is over 50% of our allotted ESSER III funds those easily meeting the 20% requirements, without even including summer school instruction and professional staff utilization.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III

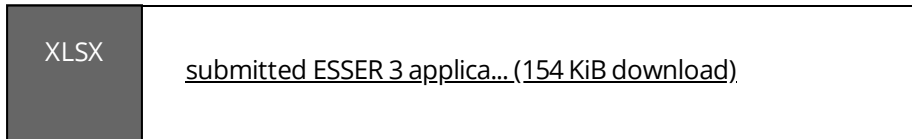
True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP,
or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;

the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Daniel C. Polk

Date | 08/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
322	Onega	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
322-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These are costs related to the two new hires we have made, one part time now, one full time in January. One in first grade for SEL, transition and learning loss help. And the other in 5th grade due to very large class size. Using for class size reduction as better ratio for learning recovery.	\$ 116,000	\$ -	\$ 58,000	\$58,000		95-001-1000-110	
322-1-002	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	These are costs related to the two new hires we have made, one part time now, one full time in January. One in first grade for SEL, transition and learning loss help. And the other in 5th grade due to very large class size. Using for class size reduction as better ratio for learning recovery.	\$ 35,200		\$ 17,600	\$17,600		95-001-1000-211	
322-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These are costs related to the two new hires we have made, one part time now, one full time in January. One in first grade for SEL, transition and learning loss help. And the other in 5th grade due to very large class size. Using for class size reduction as better ratio for learning recovery.	\$ 16,000		\$ 7,000	\$ 7,000	\$ 2,000	95-007-1000-220	
322-1-004	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These are costs related to the two new hires we have made, one part time now, one full time in January. One in first grade for SEL, transition and learning loss help. And the other in 5th grade due to very large class size. Using for class size reduction as better ratio for learning recovery.	\$ 1,000		\$ -	\$ 500	\$ 500	95-007-2710-220	
322-1-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These are costs related to the two new hires we have made, one part time now, one full time in January. One in first grade for SEL, transition and learning loss help. And the other in 5th grade due to very large class size. Using for class size reduction as better ratio for learning recovery.	\$ 10,000		\$ -	\$ 5,000	\$ 5,000	95-008-2710-120	
322-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school expenses to catch up learning among our neediest of students. There may also be some premium pay and not JUST summer schools depending ON extra and continued PD relating to teachers, safety and learning loss.	\$ 32,000			\$16,000	\$16,000	95-010-1000-110	
322-1-007	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Summer school expenses to catch up learning among our neediest of students. There may also be some premium pay and not JUST summer schools depending ON extra and continued PD relating to teachers, safety and learning loss.	\$ 40			\$ 20	\$ 20	95-011-1000-290	
322-1-008	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Summer school expenses to catch up learning among our neediest of students. There may also be some premium pay and not JUST summer schools depending ON extra and continued PD relating to teachers, safety and learning loss.	\$ 10			\$ 5	\$ 5	95-011-2710-290	
322-1-009	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services	11A. Planning and implementing summer learning or enrichment programs	Summer school expenses to catch up learning among our neediest of students. There may also be some premium pay and not JUST summer schools depending ON extra and continued PD relating to teachers, safety and learning loss.	\$ 6,000			\$ 3,000	\$ 3,000	95-030-2720-580	

322-1-010	Eligible	Direct Allocation	Support Services General Administration	Additional Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Performanc pay for classified staff for work and PD on going relating to covid and dealing with pandemic related issues	\$ 12,000		\$ 12,000				95-101-2300-150	
322-1-011	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Performanc pay for classified staff for work and PD on going relating to covid and dealing with pandemic related issues	\$ 2,000		\$ 1,000	\$ 1,000			95-303-1000-610	
322-1-012	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	11A. Planning and implementing summer learning or enrichment programs	Performanc pay for classified staff for work and PD on going relating to covid and dealing with pandemic related issues	\$ 1,400		\$ 700	\$ 700			95-400-1000-300	
322-1-013	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Performanc pay for classified staff for work and PD on going relating to covid and dealing with pandemic related issues	\$ 10,900		\$ 5,450	\$ 5,450			95-800-1000-200	
322-1-014	Eligible	Direct Allocation	Health Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Nurse expenses to have the position have all the required necessities as well as provide more hours to the disrict	\$ 16,800	\$ -	\$ -	\$16,800			95-800-2100-211	
322-1-015	Eligible	Direct Allocation	Health Services	Medical Services	2. Coordination of COVID-19 preparedness and response efforts	Nurse expenses to have the position have all the required necessities as well as provide more hours to the disrict	\$ 77,700		\$ 22,550	\$55,150			95-800-2100-346	
322-1-016	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	2. Coordination of COVID-19 preparedness and response efforts	Nurse expenses to have the position have all the required necessities as well as provide more hours to the disrict	\$ 2,296		\$ 1,200	\$ 1,096			95-801-2130-680	

Kansas CommonApp (2020)

1933-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



VYWkWvae

Logan326ESSERIIIplan0801

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Phillipsburg USD #325

Applicant / Mailing Address

| 240 South 7th

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Gower

Applicant / Email Address of Owner, CEO, or Executive Director | mgower@usd325.com

Applicant / Phone Number | 7855435281

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Logan

District Number | 326

Mailing Address | Street Address | 305 N Sherman Box 98

Mailing City	Logan
Mailing Address Zip Code	67646
Authorized Representative of the District Name	Michael Gower
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mgower@usd325.com
Authorized Representative of the District Phone Number	+17856897595
Would you like to additional district representatives to the application?	No
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.logan326.net/vnews/display.v/ART/5f22e689eaaeb?in_archive=1

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We plan to use the funds to address learning loss with extra help for students and for windows to allow more fresh air into the building as some windows do not currently open. To address the specific 20% learning loss, we will hire an at-risk teacher to work with the K-8 students who are below grade level according to our AIMSWEB testing. We will use the Lexia program, Accelerated Reader program plus 1 on 1 and small group interventions with the aforementioned teacher to target specifically the below grade level students in the area of reading.

Engage in Meaningful Consultation with Stakeholders

Students

We visited with students about our funds and how they thought we could best spend the money to make them feel safe and they mentioned windows. Students were surveyed and then invited to an in person meeting in August to share their thoughts. The consensus was the window project and hiring an extra teacher . We discussed summer school and after school programs but could not garner enough interest in those programs to make them beneficial.

Families

We visited with parents about our funds and they mentioned the above window project and also continued improvement of the HVAC system. Families were surveyed and invited to an in person meeting in August. The overwhelming sentiment was that they wanted their students in school, face to face, and to address reading as the scores from last spring were shared and the majority of the people responding and present at the meeting understood the importance of reading not only in school but in life.

School and District Administrators including Special Education Administration

Our focus was learning loss and ways to reduce the risk of transmission of the virus such as the window project to get more fresh air into the building. Adding a teacher to address reading concerns was obviously something administration wanted to

do. SPED administrators saw the value in that as well since better readers can hopefully reduce the amount of identified students in SPED and allow them to focus more on the students that are identified. This group was just a sit down discussion as we only have 2 administrators in our district and the SPED coop has 2 administrators as well.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers were interested in HVAC and windows as ways to reduce risk and keep fresh air flowing into the building. We surveyed all staff and invited them to visit in person as well. The theme was to get kids into face to face learning and keep them there forever. HVAC system upgrades were mentioned but finally decided on windows as it was more affordable. It was actually an idea from this group that sparked adding a teacher to tackle the at-risk student population issue and address the learning loss in reading.

Tribes

We visited with this group but felt like we were meeting their concerns. While we do not have any students in this area, there were some patrons with Native American heritage that responded and their concerns were in the area of reading as some of them had struggled in school and they did not want that to happen for other members if we were to get some enrolled. We also contacted the Kansas Association for Native American Education.

Civil Rights Organizations including Disability Rights Organizations

We visited with this group but felt like we were meeting their concerns. All patrons were surveyed and invited to an in person meeting. We had members of LGBTQ and different minority groups present including the Black and Asian communities. Their concerns were in the area of reading as they wanted all students to be prepared for life after high school. We also had discussion about how to make all feel welcome. This is a very very small % in our district so these groups are easily identifiable. Their responses were mainly over email and phone calls.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We are concerned with meeting the needs of all and windows bring fresh air for all students and extra help will address learning loss for all groups. All patrons were surveyed and invited to an in person meeting. No one from this group opposed the window project as there were proponents of fresh air being pumped into the building. Several parents in this group struggled as students and really wanted better for their child and asked for more teachers so kids could get more 1 on 1 and small group attention.

Provide the Public the Opportunity to provide input and take such input into account.

The public was supportive of our project but focused on not only windows but also upgrading our HVAC system. The public was surveyed and invited to an in person meeting. Some patrons wanted us to focus on HVAC systems as we are still using a boiler to heat the building which was manufactured in 1960. We agreed that that was a good idea but in the end too expensive. Face to face learning was continually mentioned by this group with absolutely no appetite for remote learning. The common theme of reading improvement continued with this group.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Emotional impact has been a concern as well as learning loss but we have been lucky to have been face to face all last year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We will focus on upgrading the windows after discussing with groups about HVAC and busing. As for learning loss, we will focus on K-8 with an at risk teacher that can serve students in small groups and 1 on 1.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We will continue to offer extended day enrichment opportunities as we did this past year.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We have the window project to get fresh air into the building and to reduce the risk of transmission and are also offering extra help to students to address learning loss.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will address learning loss in all populations and focus on not only instructional needs but social emotional needs as well through our enrichment programs.

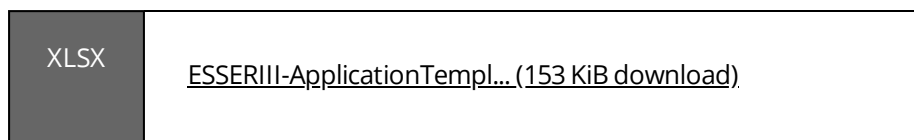
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michael E Gower

Date | 08/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
326	Logan	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
326-1-001	Eligible	Direct Allocation	Safety	Repairs and Maintenance Services	13. 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	new windows to improve air flow and reduce virus transmission	\$ 154,097		\$ 154,097			17-2670-723	Capital Improvement documentation required
326-1-002	Eligible	Direct Allocation	Support Services Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	extra help to address learning loss, these teachers will work with at-risk students both during the day for study skills and during our enrichment time to address lower test scores and get them back to grade level.	\$ 50,000		\$ 50,000			17-2600-120	

Kansas CommonApp (2020)

1915-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



XjRqRwgX

344 Pleasanton Esser III Plan 07-26-2021

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Pleasanton USD 344

Applicant / Mailing Address

| 309 West 13th
| Pleasanton, KS 66075

Applicant / First and Last Name of Owner, CEO, or Executive Director | Travis Laver

Applicant / Email Address of Owner, CEO, or Executive Director | travis.laver@usd344.org

Applicant / Phone Number | 9133528534

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480724317

Applicant / Website Address (if applicable) | usd344.org

Fiscal Agent / Name (if applicable) | Connie Krull

Fiscal Agent / Email (if applicable) | connie.krull@usd344.org

Fiscal Agent / Mailing Address (if applicable)

309 West 13th
Pleasanton, KS 66075

Application details

Full District Name | Pleasanton USD 344

District Number | 344

Mailing Address | Street Address | 309 West 13th

Mailing | City | Pleasanton

Mailing Address | Zip Code | 66075

Authorized Representative of the District | Name | Travis Laver

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | travis.laver@usd344.org

Authorized Representative of the District | Phone Number | +19133528534

Would you like to additional district representatives to the application? | No

Please paste a direct link of your school district's safe return plan that is posted on your website. | <https://www.usd344.org/page/district-plan-for-safe-return>

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We plan to utilize over 20 percent of the funds for summer school for all students in grades k-12. We feel the extended services that we can offer during the summer will allow the best opportunity for students that are behind in classes to catch up. In addition we will continue to upgrade the filtration and clean air exchange in classrooms with upgraded HVAC units.

Engage in Meaningful Consultation with Stakeholders

Students

Digital surveys were used to gather information.

Families

| Digital surveys were used to gather information.

School and District Administrators including Special Education Administration

| Digital surveys were used to gather information.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

| Digital staff surveys were used to gather information.

Tribes

| Included digital surveys on social media and websites.

Civil Rights Organizations including Disability Rights Organizations

| Included digital surveys on social media and websites.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

| Included above in all patrons and students residing in the district.

Provide the Public the Opportunity to provide input and take such input into account.

| Digital surveys listed contact information as well as had an open area for comment.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| The impact has been greater on students whose parents chose to keep them at home and have them remote learn. An impact was shown across the board from the spring when we were all out and remote. Test scores show that we are just barely behind the state average in most areas on the state assessments.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local

educational agencies.

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

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

J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

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

M. 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.

N. 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; and

d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Summer school availability for our students is at the top of our list to try to makeup for the lost time in the classroom. In addition we will use funds to upgrade our HVAC systems with better filtration and clean air ionizing capabilities. Additional cleaning supplies will be purchased as well as equipment to help get the job done more efficiently. Monitors for our busses will continue to take temps etc. before students board the bus, and for staff health and wellness we will offer gym memberships. To ease crowding on the current route busses we will add another bus to the fleet to pick up students. Last thing is that we will continue to add around 40 Chromebooks per year to make sure we can have and maintain the quantity needed to shift to a remote learning environment if needed in the future.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The clean air quality initiatives will be able to be measured immediately with the air quality equipment that is available for use from our education consortium at Greenbush or other providers. The effects of summer school will be measured using our MAPS testing as it is the most complete tool that we have baseline measurements from before the pandemic.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Administration and certified staff will continuously monitor students in all interactions and mitigate as needed. Continuing our small class sizes will enable staff members to know their students better as well as their individual needs.

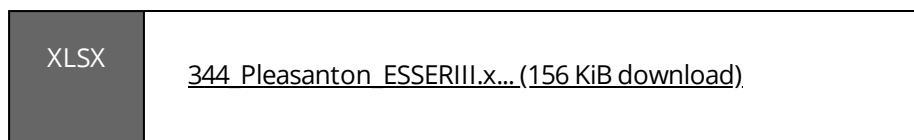
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of

COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;

- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Travis Laver

Date | 03/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
344	Pleasanton	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
344-1-001	Eligible	Direct Allocation	Instruction	110	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school session for 2021 and 2022	\$142,000	\$ 67,000	\$75,000	\$ -	0	Per applicant, Summer school will be during the month of June and will assist around 120 students. Staff will include up to around 20 staff members which will include kitchen staff for meals as well as one director position. Programming will include credit recovery, enrichment, as well as a focus to help students back on grade level. We plan to have it like a theme based summer camp fashion to help students and families desire to be there. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
344-1-002	Eligible	Direct Allocation	Instruction	120	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school session for 2021 and 2022	\$ 34,000	\$ 16,000	\$18,000	\$ -	0	See Row 1
344-1-003	Eligible	Direct Allocation	Support Services-School Administration	110	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school session for 2021 and 2022	\$ 19,300	\$ 9,300	\$10,000	\$ -	0	See Row 1
344-1-004	Eligible	Direct Allocation	Student Transportation	120	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school session for 2021 and 2022	\$ 2,100	\$ 1,000	\$ 1,100	\$ -	0	See Row 1
344-1-005	Eligible	Direct Allocation	Instruction	600	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer school session for 2021 and 2022	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	0	See Row 1
344-1-006	Eligible	Direct Allocation	Instruction	700	Property	12. Addressing learning loss among students, including vulnerable populations	Chromebooks	\$ 50,000	\$ 25,000	\$25,000	\$ -	0	Per narrative, we will continue to add around 40 Chromebooks per year to make sure we can have and maintain the quantity needed to shift to a remote learning environment if needed in the future.
344-1-007	Eligible	Direct Allocation	Operation & Maintenance of Plant	460	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Clean air systems and Filtration	\$ 45,000	\$ 45,000	\$ -	\$ -	0	Per narrative, In addition we will use funds to upgrade our HVAC systems with better filtration and clean air ionizing capabilities.
344-1-008	Eligible	Direct Allocation	Student Transportation	730	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Adding another bus route to space students on existing routes better	\$ 75,000	\$ 75,000	\$ -	\$ -	0	
344-1-009	Eligible	Direct Allocation	Instruction	290	Other Employee Benefits	10. Providing mental health services and supports	Gym memberships for staff	\$ 2,500	\$ 700	\$ 1,800	\$ -	0	Per narrative, for staff health and wellness we will offer gym memberships

Kansas CommonApp (2020)

1940-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

345_Seaman_ESSER III Plan_0821



KOyvVPWB

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Seaman USD 345

Applicant / Mailing Address

| 901 NW Lyman Rd
| Topeka, KS 66608

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Steve P. Noble

Applicant / Email Address of Owner, CEO, or Executive Director | steve.noble@usd345.com

Applicant / Phone Number | 785-575-8600

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0724503

Applicant / Website Address (if applicable) | www.seamanschools.org

Applicant / Mission Statement (if applicable)

Prepare each student for lifelong success through strong and healthy relationships, rigorous and relevant learning, and a responsive and caring culture that maximizes student talents, aspirations, and community contributions.

Application details

Full District Name	USD 345 Seaman Public Schools
District Number	345
Mailing Address Street Address	901 NW Lyman Rd
Mailing City	Topeka
Mailing Address Zip Code	66608
Authorized Representative of the District Name	Steve Noble
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	steve.noble@usd345.com
Authorized Representative of the District Phone Number	+17855758600
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jwetig@usd345.com
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.seamanschools.org/news/what_s_new/2021_reopen_plan

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

USD 345- Seaman Schools will continue to implement safety mitigation measures to ensure a safe return. Our BOE mandated masks on August 9th for the preschool and elementary students and staff. Masking is recommended at the 7th-12th grade level. Monies may be allotted to provide masks as needed to comply with our reopening plan. Monies may also go toward health services staff to assist in managing our vaccination clinics, testing students as part of our test to learn/test to play, and their work in the distribution of available testing kits. Vaccination clinics were held at the end of the school year and into the summer months and will continue to be offered based on guidance from Shawnee County Health Department to allow access to our students, staff, and families. Monies may also be allotted to support hand sanitizer and custodial supplies like soap and paper towels to offset the increased costs associated with increased handwashing protocols. Finally, we may allocate monies to pay staff and or their substitutes who serve on the COVID advisory committee meeting weekly and dedicating time to this service outside of their duty day.

Engage in Meaningful Consultation with Stakeholders

Students

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Families

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

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School and District Administrators including Special Education Administration

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who

are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Tribes

No tribes were identified through the stakeholder process with Unified School District 345, Seaman Public Schools.

Civil Rights Organizations including Disability Rights Organizations

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Provide the Public the Opportunity to provide input and take such input into account.

Unified School District 345, Seaman Public Schools conducted a stakeholder survey encompassing Parents, Students, Staff/Personnel, Community Members, and those identified as others (i.e., Civil Rights Organizations, etc.).

The survey comprised 25 critical items found in the federal guidelines for allowable uses for funds provided by the Elementary and Secondary School Emergency Relief Fund Act (ESSER). In addition, participants were able to rank each item identifying it from high support to low support. This data provided the district with the ability to identify needs within the community for our families and students. The breakdown of respondents who identified in each category was 76.8% parents, 2.3% students, 33% staff, 30.9% community members, 0.3% identified as civil rights organizations, 4.3% represented the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students (individuals could identify as multiple categories, creating higher percentages per category). Additionally, the district held an in-person stakeholder meeting with representatives from the community, teachers, staff, administration, parents, and business leaders to review COVID funds and plan for ESSER III expenditures.

The survey results were broken into the top nine categories from "all responses" and then analyzed in cohorts. Finally, a matrix was utilized to group the top nine categories and identify five key areas. Through the stakeholder survey and the in-person ESSER III committee review, the district selected Staffing, Mental Health, Teaching & Learning, Technology, and Mitigation Efforts as the areas to focus and plan ESSER III funds.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the 2020-21 school year, learning was impacted due to movement between learning environments for different populations over the year.

All PreK-12 students began the school year in a hybrid learning environment. At the end of September 2020, PreK and K-6 students started the transition back to full on-site. K-6 remained full on-site throughout the rest of the year. However, the movement of students and teachers in and out of quarantine continued to impact the continuity of teaching & learning. Due

to a high level of building-based quarantines in November 2020, PreK briefly transitioned back to a remote environment for two days before returning on-site for the remainder of the year.

During this time, 7-12 students remained in hybrid until the end of November 2020. At that time, 7-12 moved to a fully remote environment to mitigate the spread of COVID-19 at the secondary level. Secondary buildings remained fully remote until mid-January 2021, when the middle and high school returned to a hybrid learning environment. Finally, 7-12 students returned to a full on-site model following spring break in March 2021.

At the preschool level, MyIGDIs assessments are administered to measure growth in reading and math foundational skills. Our fall data represents us performing better than the prior two years. However, our enrollment was significantly lower than in years past. In addition, our Winter showed a decrease in 6 of the nine areas.

At the elementary level, Acadience assessments are used to monitor reading and math scores. Elementary students displayed a significant decrease at the beginning of the year scores in the fall of 2020 compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments. Mid-year scores showed gains, but some grades were still behind the previous year's performance. Our Title I Schoolwide elementary schools with the highest poverty rates saw the most significant deficiency in scores all year. End-of-the-year scores showed a slight decrease in the number of students performing at benchmark or above on the Acadience reading assessment. Fourth-grade students were the only grade level that performed better than the 2018-2019 spring performance levels, and our sixth-grade students performed at the same level as previous years. Our math data is similar in that the scores are slightly lower at the end of the 2020-2021 school year than the 2018-2019 school year. However, we are pleased with the growth from the beginning of the year to the end of the year, as we had a much more significant gap to fill with the school closure that occurred during the spring of the 2019-2020 school year.

At secondary schools, learning was monitored through grades, state assessments, and MAP. Secondary schools saw an increase in the number of failing grades. For example, 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester before COVID. 286 (24%) students received at least one F at our high school, up from 218 (15%) the last semester before COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading—higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs.

Kansas State Assessments were administered in 2018-2019 and then again in 2020-2021. Test scores suggest that disrupted schedules (hybrid and remote learning) had a negative effect on learning.

Elementary KAP data shows our students performing higher in all grades 3rd-6th in math as compared to the state averages for levels 3 and 4. The reading data also demonstrates our students performing higher than the state average in grades 4th-6th while our 3rd grade performed at 40% in levels 3 and 4, which is the same rate as the state average for this grade level.

In mathematics, the median score for 7th graders in 2018-2019 was 287, and in 2020-2021, the median score was 278. The Kansas median score in mathematics for 2018-2019 was 283, and in 2020-2021, it was 280. Seaman 7th-grade scores for 2020-2021 were more impacted than other Kansas 7th graders. For 8th graders in 2018-2019, the median was 277, and in 2020-2021, the median score was 275. The Kansas median score in 8th mathematics for 2018-2019 was 283, and in 2020-2021 it was 277. Thus, Seaman 8th-grade scores for 2020-2021 were below other Kansas 8th graders. For 10th graders in 2018-2019, the median for mathematics was 289, and in 2020-2021, the median score was 280. The Kansas median score in 10th-grade mathematics for 2018-2019 was 280, and in 2020-2021 it was 276. Seaman 10th-grade scores for 2020-2021 were on par with Kansas 10th graders, yet Seaman 10th graders suffered a substantial loss from their 2018-2019 scores.

In English Language Arts, the median score for 7th graders in 2018-2019 was 288, and in 2020-2021, the median score was 283. The Kansas median score in mathematics for 2018-2019 was 286, and in 2020-2021 it was 284. Seaman 7th-grade scores for 2020-2021 were more impacted than Kansas 7th graders. For 8th graders in 2018-2019, the median was 280, and in 2020-2021, the median score was 279. The Kansas median score in 8th English for 2018-2019 was 281, and in 2020-2021 it was 280. Seaman 8th-grade scores for 2020-2021 were slightly below Kansas 8th graders. For 10th graders in 2018-2019, the median was 280, and in 2020-2021, the median score was 277. The Kansas median score in 10th grade English for 2018-2019 was 282, and in 2020-2021 it was 282. Seaman 10th-grade scores for 2020-2021 were below Kansas 10th graders, yet Seaman 10th graders had a loss relative to their 2018-2019 scores.

When looking at the data below for students with disabilities receiving special education services, it appears that since the COVID school shut down in the Spring of 2020, more students are qualifying for ESY (Extended school year services) based on the regression of their skills or significance of their disability. In addition, the length of ESY was changed from two weeks to three weeks in duration after the Spring of 2020. According to the data below, this change appears to have helped the students gain back the skills that were lost.

July 2019 - 52 Students that qualified for ESY on their IEP (ESY two weeks)

End of ESY Assessment data on July 26, 2019

87.5% of our students regained reading skills from May 2019.

50% of our students regained math concepts from May 2019.

July 2020 - 73 Students qualified for ESY according to their IEP (ESY 3 weeks)

End of ESY Assessment data on July 24, 2020

82.5% of student reading goals demonstrated progress

77.5% of student math goals demonstrated progress

July 2021 - 74 students qualified for ESY according to their IEP (ESY 3 weeks)

End of ESY Assessment data on July 22, 2021

93% of student reading goals demonstrated progress

80% of student math goals demonstrated progress

We also monitored students of special populations such as students with special needs and students in poverty through the Kansas Assessment Program.

Math Free and Reduced: In 2018-2019, 673 students (33.25%) qualified in the category free and reduced (F&R) who took the assessment. Of these students, 225 students (33.43%) scored in the lowest category, level 1. The rate for all Kansas students in level 1 under the same category was 39.38%. In 2020-2021, 625 (31.45%) students of 1987 qualified for free and reduced lunch. Of this group, 244 (39.04%) scored at level 1. The rate for Kansas in 2020-2021 for this classification was 48.4%. The percent of F&R scoring in level 1 increased.

Math Students with Disabilities: In 2018-2019, 295 students (14.58%) qualified in the category Students with Disabilities (SWD) who took the assessment. Of these students, 180 students (61.01%) scored in the lowest category, level 1. The rate for all Kansas students in level 1 under the same category was 60.73%. In 2020-2021, 291 (14.65) students of 1987 qualified in the category of Students with Disabilities. Of this group, 164 (56.35%) scored at level 1. The rate for Kansas in 2020-2021 for this classification was 63.92%. Thus, the percent of SWD scoring in level 1 decreased from 2018-2019.

Free and Reduced performance for KAP ELA: In 2018-2019, 673 students (33.25%) qualified in the category free and reduced (F&R) who took the assessment. Of these students, 238 students (35.36%) scored in the lowest category, level 1. The rate for all Kansas students in level 1 under the same category was 41.97%. In 2020-2021, 626 (31.5%) USD 345 students of 1987 qualified for free and reduced lunch. Of this group, 235 (37.53%) scored at level 1. The rate for Kansas in 2020-2021 for this classification was 42.57%. The percent of F&R scoring in level 1 increased from 2018-2019.

KAP ELA Students with Disabilities: In 2018-2019, 293 students (14.48%) qualified as Students with Disabilities (SWD) who took the assessment. Of these students, 183 students (62.45%) scored in the lowest category, level 1. The rate for all Kansas students in level 1 under the same category was 63.02%. In 2020-2021, 289 (14.54%) USD 345 students of 1987 qualified as Students with Disabilities. Of this group, 182 (62.97%) scored at level 1. The rate for Kansas in 2020-2021 for this classification was 60.97%. The percent of SWD scoring in level 1 increased from 2018-2019.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.

F. 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.

G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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

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

J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

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

M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 345 has an established Multi-Tiered System of Supports (MTSS) process that includes a balanced assessment system that monitors student learning. Through this evidenced-based process, student interventions are identified based on needs gathered from data through benchmark assessments and progress monitoring. Students are invited to participate in extended day and summer programming based on course grades, benchmark assessments, progress monitoring data, and KAP summative performance levels. We will allocate funding for staff who support this programming outside their

contractual duty day. Evidence-based resources and consumable supplies will be purchased to implement these extended learning opportunities that support hands-on/project and problem-based learning tasks while supporting reading and math skills gaps. Attention to evidence-based core instructional resources will be a priority when addressing learning deficiencies.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 345, Seaman Public Schools have identified five key areas to spend the ARP ESSER funds: Instructional Support, Social Emotional Support, Teaching & Learning, Technology, and Mitigation Efforts. Below represent summaries for each identified category.

INSTRUCTIONAL SUPPORT:

1. The MTSS processes help all levels to identify students who are performing below benchmark and that are targeted for intervention. Extended day learning opportunities can help bridge student learning loss and provide additional support and time for students who need more. The stipends will compensate staff for working outside their contractual duty day.
2. The COVID-19 pandemic has disrupted the learning environment for all students, resulting in learning loss and many students regressing academically. To provide additional classroom support for students through small learning groups, cohorts, and 1:1 instruction, ESSER III funds will be allocated to hire instructional support as needed.
3. Teaming is an evidence based practice to ensure young adolescents/middle school student (7th-9th) receive support in these transition years. This professional development reinforces best practices in middle school learning for academics, behavior, and social emotional areas.
4. During this unprecedented time, all certified teachers must adapt to different classroom models. In addition, these frequent and often unexpected changes due to the COVID-19 quarantines/isolation require additional time outside of the regular duty day. Therefore, the following funds are being set aside for meeting these extra responsibilities and added workload for all certified teachers.
5. The community outreach coordinator will be assigned to work directly with the districts Director of Communications. This position will help with all mandatory requirements related to the COVID-19 pandemic. Including communication on all mitigation efforts, plans for return, contact tracing, and facilitation all pertinent information as it relates to the pandemic. This individual will serve as the district liaison between the community, parents, and the district.
6. LETRS training requires a substantial amount of time to complete. There are in-depth modules, case studies and in-person sessions that require a strong commitment. Offering stipends will help compensate the time spent outside of the contractual duty day and will potentially help to entice folks to complete the professional learning opportunity.

SOCIAL EMOTIONAL SUPPORT:

1. Our SEL curriculum has not been updated for several years. We last purchased district-wide curriculum in 2013. More current resources are available and a realignment to current state standards is needed.
2. Social emotional needs of student are different now (during COVID) than they were when we first adopted our curriculum. We need to review and refocus our curriculum based on current needs.
3. This is a potential assessment tool. We like the SEL components but already have the academic components with another tool. We are exploring a full replacement with this resource. We cannot buy just the SEL portion.
4. Implementation of social emotional curriculum will require professional learning for staff. Funds will be used to support their learning through additional stipends.
5. Due to the COVID19 pandemic and restrictions implemented to mitigate the spread of the coronavirus, USD 345 middle school and high school activities departments have seen a decrease in traditional revenue sources that would have otherwise been raised throughout the year. Therefore, to ensure students' extracurricular programs are fully functional with the needed resources to operate and succeed, a one-time allocation from the ESSER III funds will be provided to both programs. These funds will be allocated for both activities and athletics. In addition, they will focus on securing the needed resources to maintain participation in clubs and groups, the fine arts, and athletic programs.

TEACHING & LEARNING:

1. A data warehouse can facilitate identifying student academic and social emotional needs to provide just in time supports. This system will also monitor interventions and progress towards goals.

2. Hands on manipulatives develop concrete understanding of foundational mathematical skills. Our staff are in need of updated manipulatives to assist with the newly adopted resources for Eureka Math.
3. Online platform to foster communication with families and assign learning tasks that can be done at school or at home.
4. Our current ELA resource is outdated and does not meet the current dyslexia recommendations. The shift from AVID is an instructional program that focuses efforts on closing opportunity gaps for students by preparing them for post-secondary (college and careers) readiness. Seaman began integration of this program as COVID was impacting schools. Now more than ever we need to focus on ensuring our secondary students continue to develop skills for college and career readiness. Participation in this program's professional learning will assist teachers, counselors and principals in their work to increase post-secondary success of all our students.
5. Online database with age appropriate resources for staff to use with students to support grade level project/problem based learning.

TECHNOLOGY:

1. To provide ongoing educational instruction to all students, the district will continue to maintain all 1:1 devices, providing each student with a MacBook to continuously receive classroom instruction support in the case of being quarantined due to a positive test or close contact.
2. The district will continue to ensure all students have wireless access to classroom instruction by maintaining a lease for "hot spots" that will be checked out to students who are quarantined due to a positive COVID-19 test or close contact. The district will maintain a lease throughout the 21-22 academic year.

MITIGATION EFFORTS:

1. The health and safety of all students, staff, and patrons is of the utmost importance to the district. Therefore, to ensure each department has the additional supplies and equipment necessary to mitigate the spread of the COVID-19 virus, each department, Health, Transportation, and Facilities, has been allotted ESSER III funds. These funds will be used for PPE, cleaning supplies, and other essential health items to help with student hygiene, sanitation, and disinfecting of classrooms, common areas, and vehicles.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Preschool staff will continue to improve systems that support students exhibiting delays by implementing a skills assessment that monitors motor.

Elementary schools will review reading and math evidence-based resources and update materials to address current state standards and

Panorama database to be able to track student performance levels. The database will house all students' data across various levels of curricula, including math, ELA, social/emotional, and data that includes attendance and behavior. Teachers will use the data to track students, monitor progress, and determine supports according to the "whole child" data.

We will engage in a strategic curriculum review and resource adoption of the PreK-12 social-emotional curriculum. So effective, the evidence-based social-emotional curriculum helps transform schools into supportive, successful learning environments. With an aligned, systemic PreK-12 curriculum targeted to support student social-emotional needs, we can continue to support the whole student.

We will continue to find tools that support programming for our early grade levels. For example, we may allocate money for adopting age-appropriate tools such as Seesaw to engage learning and promote family engagement. Seesaw lets students explore various powerful and intuitive tools to show what they know while connecting families to see students work and celebrate progress.

AVID is an evidence-based program that supports students from special populations to promote post-secondary education.

Students that are served include:

Students from families without college degrees.

Students from single-family homes.

Students who live in poverty.

We are implementing this program in secondary schools to support student post-secondary success.

Monies may be used to support staff who assist in providing student academic and social-emotional interventions—recruiting and retaining trained staff who can support MTSS interventions will improve student academic and social-emotional outcomes.

Additionally, monies may be allocated to staff who engage in and complete Language Essentials for Teachers of Reading and Spelling (LETRS) training. More than two decades of research in the science of reading has proven that LETRS develops more knowledgeable, more skillful, and more effective teachers of reading. Teachers who engaged in LETRS training will support the development of essential literacy skills in students.

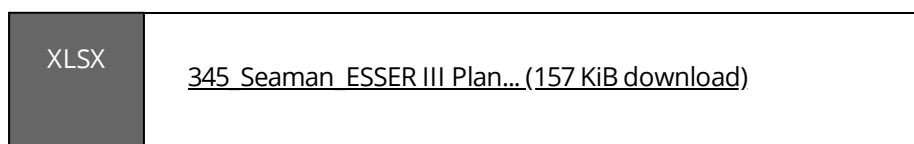
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;

- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic

preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jamie Wetig

Date | 08/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
345	Seaman	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
345-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The MTSS processes help all levels identify students who are performing below benchmark and targeted for intervention. Extended day learning opportunities can help bridge student learning loss and provide additional support and time for students who need more. The stipends will compensate staff for working outside their contractual duty day.	\$ 100,000		\$ 25,000	\$ 25,000	\$ 50,000	07-4000-4606	Per narrative, The MTSS processes help all levels to identify students who are performing below benchmark and that are targeted for intervention. Extended day learning opportunities can help bridge student learning loss and provide additional support and time for students who need more. The stipends will compensate staff for working outside their contractual duty day. Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to create a hourly stipend for teachers to be compensated for remediation and tutoring of students outside of the regular school day. The rate is \$25 per hour. The number of staff will vary upon need and availability, but could easily be up to 100 staff members in one hour increments.
345-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic has disrupted the learning environment for all students, resulting in learning loss and many students regressing academically. To provide additional classroom support for students through small learning groups, cohorts, and 1:1 instruction, ESSER III funds will be allocated to hire instructional support as needed.	\$ 250,000	\$ -	\$ 75,000	\$ 75,000	\$ 100,000	07-4000-4606	
344-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Teaming is an evidence-based practice to ensure young adolescents/middle school students (7th-9th) receive support in these transition years. In addition, this professional development reinforces best practices in middle school learning for academics, behavior, and social-emotional areas.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	07-4000-4606	Per narrative, At secondary schools, learning was monitored through grades, state assessments, and MAP. Secondary schools saw an increase in the number of failing grades. For example, 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester before COVID. 286 (24%) students received at least one F at our high school, up from 218 (15%) the last semester before COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading—higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs. Kansas State Assessments were administered in 2018-2019 and then again in 2020-2021. Test scores suggest that disrupted schedules (hybrid and remote learning) had a negative effect on learning.
344-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services	During this unprecedented time, all certified teachers must adapt to different classroom models. In addition, these frequent and often unexpected changes due to the COVID-19 quarantines/isolation require additional time outside of the regular duty day. Therefore, the following funds are being set aside for meeting these extra responsibilities and added workload for all certified teachers.	\$ 471,000	\$ -	\$ 157,000	\$ 157,000	\$ 157,000	07-4000-4606	Per applicant, It will end up being a reimbursement initially, but may occur in real time in the future. Licensed personnel will receive \$1000 and non-Licensed will receive \$500 disbursed over two payments (one in December 2021 and the other in March 2022). Total number of staff will include at least 750 employees. Further, clarified with applicant this reflects a retention incentive payment.

344-1-005	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The community outreach coordinator will be assigned to work directly with the district's Director of Communications. This position will help with all mandatory requirements related to the COVID-19 pandemic. Including communication on all mitigation efforts, plans for return, contact tracing, and facilitation of all pertinent information related to the pandemic. In addition, this individual will serve as the district liaison between the community, parents, and the district.	\$ 135,000	\$ -	\$ 45,000	\$ 45,000	\$ 45,000	07-4000-4606	
344-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	LETRS training requires a substantial amount of time to complete. There are in-depth modules, case studies, and in-person sessions that require a firm commitment. Offering stipends will help compensate for the time spent outside of the contractual duty day and help entice folks to complete the professional learning opportunity.	\$ 30,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	07-4000-4606	Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to offer teachers a stipend for the additional time for professional development and implementation. Rate will be either 15.50 or 25.00 per hour depending on the work being done and timeframe. Around 350 staff will be involved and could receive funds.
344-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Our SEL curriculum has not been updated for several years. We last purchased a district-wide curriculum in 2013. More current resources are available, and a realignment to current state standards is needed.	\$ -	\$ -	\$ -	\$ -	\$ -	07-4000-4606	Per applicant, Reallocate for compensation to staff (ROW 18). This was the amount originally slated for Prek-6 SEL curriculum. T & L made the decision to postpone new SEL curriculum at this time due to other curriculum implementation and to support the funding for staff stipends.
344-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	The student's social and emotional needs are different now (during COVID) than they were when we first adopted our curriculum. Therefore, we need to review and refocus our curriculum based on current conditions.	\$ 80,000	\$ -	\$ 25,000	\$ 25,000	\$ 30,000	07-4000-4606	Per applicant, Our choices for curriculum include 7 mindsets. The assessment will come from the resource or from Panorama.
344-1-009	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	This assessment tool with SEL components will align with our focus on SECD and identifying mental health needs.	\$ 7,500	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	07-4000-4606	Per applicant, Early Childhood programming purchased an add-on assessment to our benchmark testing tool, MyIGDIs, called ProLADR. This tool measures SEL components.
344-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Implementation of social emotional curriculum will require professional learning for staff. Funds will be used to support their learning through additional stipends.	\$ 27,000	\$ -	\$ 7,000	\$ 7,000	\$ 13,000	07-4000-4606	Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to offer teachers a stipend for the additional time for professional development and implementation. Rate will be either 15.50 or 25.00 per hour depending on the work being done and timeframe. Around 350 staff will be involved and could receive funds.

344-1-011	Eligible	Direct Allocation	Instruction	Purchased Property Services	11B. Planning and implementing supplemental after-school programs	Due to the COVID19 pandemic and restrictions implemented to mitigate the spread of the coronavirus, USD 345 middle school and high school activities departments have seen a decrease in traditional revenue sources that would have otherwise been raised throughout the year. Therefore, to ensure students' extracurricular programs are fully functional with the needed resources to operate and succeed, a one-time allocation from the ESSER III funds will be provided to both programs. These funds will be allocated for both activities and athletics. In addition, they will focus on securing the needed resources to maintain participation in clubs and groups, the fine arts, and athletic programs.	\$ -	\$ -	\$ -	\$ -	\$ -	07-4000-4606	Per applicant, Reallocate for compensation to staff (ROW 18).
344-1-012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To provide ongoing educational instruction to all students, the district will continue to maintain all 1:1 devices, providing each student with a MacBook to continuously receive classroom instruction support in the case of being quarantined due to a positive test or close contact.	\$ 830,000	\$ -	\$ -	\$ 415,000	\$ 415,000	07-4000-4606	Per applicant, These funds will be used to provide 1:1 access to all elementary students PreK-6 which will be new purchases. Additionally, during the pandemic USD 345 experienced an increase in need for providing all students with continuous classroom instruction, which requires more devices as well as replacement devices. USD 345 has also experienced a higher rate of wear and tear, which was directly the result of the increase use of 1:1 devices at home due to the pandemic.
344-1-013	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The district will continue to ensure all students have wireless access to classroom instruction by maintaining a lease for "hot spots" that will be checked out to students who are quarantined due to a positive COVID-19 test or close contact. The district will maintain a lease throughout the 21-22 academic year.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	07-4000-4606	
344-1-014	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's	A data warehouse can facilitate identifying student academic and social emotional needs to provide just in time supports. This system will also monitor interventions and progress towards goals.	\$ 90,000	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	07-4000-4606	
344-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Hands-on manipulatives develop a concrete understanding of foundational mathematical skills. Our staff is in need of updated manipulatives to assist with the newly adopted resources for Eureka Math.	\$ 15,750	\$ -	\$ 5,000	\$ 5,000	\$ 5,750	07-4000-4606	Per narrative, At the elementary level, Acadience assessments are used to monitor reading and math scores. Elementary students displayed a significant decrease at the beginning of the year scores in the fall of 2020 compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments.
344-1-016	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Online platform to foster communication with families and assign learning tasks that can be done at school or at home.	\$ 13,500	\$ -	\$ 4,500	\$ 4,500	\$ 4,500	07-4000-4606	

344-1-017	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adoption of a new ELA curriculum that is embedded with dyslexia resources, interventions for reading, and assessment components to address the learning needs of all students.	\$ 280,825	\$ -	\$ 140,000	\$ 140,825	\$ -	07-4000-4606	Per narrative, At the elementary level, Acadience assessments are used to monitor reading and math scores. Elementary students displayed a significant decrease at the beginning of the year scores in the fall of 2020 compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments.
344-1-018	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	AVID is an instructional program that focuses on closing opportunity gaps for students by preparing them for post-secondary (college and careers) readiness. Seaman began the integration of this program as COVID was impacting schools. Now more than ever, we need to focus on ensuring our secondary students continue to develop skills for college and career readiness. Participation in this program's professional learning will assist teachers, counselors, and principals in their work to increase the post-secondary success of all our students.	\$ 10,200	\$ -	\$ 5,100	\$ 5,100	\$ -	07-4000-4606	
344-1-019	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Online database with age-appropriate resources for staff to use with students to support grade-level project/problem-based learning.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	07-4000-4606	Per applicant, Funds will be used to purchase a two year subscription of PebbleGo which is a curricular content hub designed for K-3 students. This resource is an online learning tool providing support in literacy, science, biographies, social studies, and history. This resource will provide additional learning for students in the classroom and at home to support both extended learning and learning loss due to the pandemic.
344-1-020	Eligible	Direct Allocation	Support Services	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	The health and safety of all students, staff, and patrons is of the utmost importance to the district. Therefore, to ensure each department has the additional supplies and equipment necessary to mitigate the spread of the COVID-19 virus, each department, Health, Transportation, and Facilities, has been allotted ESSER III funds. These funds will be used for PPE, cleaning supplies, and other essential health items to help with student hygiene, sanitation, and disinfecting of classrooms, common areas, and vehicles.	\$ 336,000	\$ -	\$ 100,000	\$ 100,000	\$ 136,000	07-4000-4606	Per applicant, Yes. The allocated funds will be distributed equally among the three departments.
344-1-021	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The MTSS processes help all levels identify students who are performing below benchmark and targeted for intervention. Extended day learning opportunities can help bridge student learning loss and provide additional support and time for students who need more. The stipends will compensate staff for working outside their contractual duty day.	\$ 100,000	\$ -	\$ 25,000	\$ 25,000	\$ 50,000	07-4000-4606	Per narrative, The MTSS processes help all levels to identify students who are performing below benchmark and that are targeted for intervention. Extended day learning opportunities can help bridge student learning loss and provide additional support and time for students who need more. The stipends will compensate staff for working outside their contractual duty day. Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to create a hourly stipend for teachers to be compensated for remediation and tutoring of students outside of the regular school day. The rate is \$25 per hour. The number of staff will vary upon need and availability, but could easily be up to 100 staff members in one hour increments.
344-1-022	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic has disrupted the learning environment for all students, resulting in learning loss and many students regressing academically. To provide additional classroom support for students through small learning groups, cohorts, and 1:1 instruction, ESSER III funds will be allocated to hire instructional support as needed.	\$ 250,000	\$ -	\$ 75,000	\$ 75,000	\$ 100,000	07-4000-4606	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.

344-1-023	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Teaming is an evidence-based practice to ensure young adolescents/middle school students (7th-9th) receive support in these transition years. In addition, this professional development reinforces best practices in middle school learning for academics, behavior, and social-emotional areas.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	07-4000-4606	Per narrative, At secondary schools, learning was monitored through grades, state assessments, and MAP. Secondary schools saw an increase in the number of failing grades. For example, 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester before COVID. 286 (24%) students received at least one F at our high school, up from 218 (15%) the last semester before COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading—higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs. Kansas State Assessments were administered in 2018-2019 and then again in 2020-2021. Test scores suggest that disrupted schedules (hybrid and remote learning) had a negative effect on learning. 1/25/2022: Per applicant, Teacher teams are key to responding to the unique physical, intellectual, social-emotional, and moral developmental needs of young adolescents. Effective teaming provides time and opportunity for staff to review data and address individual student needs. COVID has widened the spectrum of student academic and social-emotional needs due to quarantines, learning loss, and disrupted attendance, so teachers need opportunities for collaboration within teams to adequately prepare resources and develop individualized interventions and supports for student success.
344-1-024	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	During this unprecedented time, all certified teachers must adapt to different classroom models. In addition, these frequent and often unexpected changes due to the COVID-19 quarantines/isolation require additional time outside of the regular duty day. Therefore, the following funds are being set aside for meeting these extra responsibilities and added workload for all certified teachers.	\$ 471,000	\$ -	\$ 157,000	\$ 157,000	\$ 157,000	07-4000-4606	Per applicant, It will end up being a reimbursement initially, but may occur in real time in the future. Licensed personnel will receive \$1000 and non-Licensed will receive \$500 disbursed over two payments (one in December 2021 and the other in March 2022). Total number of staff will include at least 750 employees. Further, clarified with applicant this reflects a retention incentive payment.
344-1-025	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The community outreach coordinator will be assigned to work directly with the district's Director of Communications. This position will help with all mandatory requirements related to the COVID-19 pandemic. Including communication on all mitigation efforts, plans for return, contact tracing, and facilitation of all pertinent information related to the pandemic. In addition, this individual will serve as the district liaison between the community, parents, and the district.	\$ 135,000	\$ -	\$ 45,000	\$ 45,000	\$ 45,000	07-4000-4606	
344-1-026	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	LETRS training requires a substantial amount of time to complete. There are in-depth modules, case studies, and in-person sessions that require a firm commitment. Offering stipends will help compensate for the time spent outside of the contractual duty day and help entice folks to complete the professional learning opportunity.	\$ 30,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	07-4000-4606	Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to offer teachers a stipend for the additional time for professional development and implementation. Rate will be either 15.50 or 25.00 per hour depending on the work being done and timeframe. Around 350 staff will be involved and could receive funds.
344-1-027	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Our SEL curriculum has not been updated for several years. We last purchased a district-wide curriculum in 2013. More current resources are available, and a realignment to current state standards is needed.	\$ -	\$ -	\$ -	\$ -	\$ -	07-4000-4606	Per applicant, Reallocate for compensation to staff (ROW 18). This was the amount originally slated for Prek-6 SEL curriculum. T & L made the decision to postpone new SEL curriculum at this time due to other curriculum implementation and to support the funding for staff stipends.

344-1-028	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	The student's social and emotional needs are different now (during COVID) than they were when we first adopted our curriculum. Therefore, we need to review and refocus our curriculum based on current conditions.	\$ 80,000	\$ -	\$ 25,000	\$ 25,000	\$ 30,000	07-4000-4606	Per applicant, Our choices for curriculum include 7 mindsets. The assessment will come from the resource or from Panorama.
344-1-029	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	This assessment tool with SEL components will align with our focus on SECD and identifying mental health needs.	\$ 7,500	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	07-4000-4606	Per applicant, Early Childhood programming purchased an add-on assessment to our benchmark testing tool, MyIGDis, called ProLADR. This tool measures SEL components.
344-1-030	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Implementation of social emotional curriculum will require professional learning for staff. Funds will be used to support their learning through additional stipends.	\$ 27,000	\$ -	\$ 7,000	\$ 7,000	\$ 13,000	07-4000-4606	Per applicant, In conjunction with the Board of Education, Administrators, and Teachers' Association a plan was developed to offer teachers a stipend for the additional time for professional development and implementation. Rate will be either 15.50 or 25.00 per hour depending on the work being done and timeframe. Around 350 staff will be involved and could receive funds.
344-1-031	Eligible	Direct Allocation	Instruction	Purchase and Property Services	11B. Planning and implementing supplemental after-school programs	Due to the COVID19 pandemic and restrictions implemented to mitigate the spread of the coronavirus, USD 345 middle school and high school activities departments have seen a decrease in traditional revenue sources that would have otherwise been raised throughout the year. Therefore, to ensure students' extracurricular programs are fully functional with the needed resources to operate and succeed, a one-time allocation from the ESSER III funds will be provided to both programs. These funds will be allocated for both activities and athletics. In addition, they will focus on securing the needed resources to maintain participation in clubs and groups, the fine arts, and athletic programs.	\$ -	\$ -	\$ -	\$ -	\$ -	07-4000-4606	Per applicant, Reallocate for compensation to staff (ROW 18).
344-1-032	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To provide ongoing educational instruction to all students, the district will continue to maintain all 1:1 devices, providing each student with a MacBook to continuously receive classroom instruction support in the case of being quarantined due to a positive test or close contact.	\$ 830,000	\$ -	\$ -	\$ 415,000	\$ 415,000	07-4000-4606	Per applicant, These funds will be used to provide 1:1 access to all elementary students PreK-6 which will be new purchases. Additionally, during the pandemic USD 345 experienced an increase in need for providing all students with continuous classroom instruction, which requires more devices as well as replacement devices. USD 345 has also experienced a higher rate of wear and tear, which was directly the result of the increase use of 1:1 devices at home due to the pandemic.
344-1-033	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The district will continue to ensure all students have wireless access to classroom instruction by maintaining a lease for "hot spots" that will be checked out to students who are quarantined due to a positive COVID-19 test or close contact. The district will maintain a lease throughout the 21-22 academic year.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	07-4000-4606	

344-1-034	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	A data warehouse can facilitate identifying student academic and social emotional needs to provide just in time supports. This system will also monitor interventions and progress towards goals.	\$ 90,000	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	07-4000-4606	1/25/2022: Per applicant, This is a district-wide system that will help in identifying at-risk students strategically, as well as track their supports/interventions and progress. Due to the pandemic, we have students that have developed social/emotional and academic needs. The needs have been identified based on our KCTC data as well as Acadience Math and Reading, along with MAP assessments, extended absences, etc. This program is a data warehouse that aligns each student's needs across the district, schools, grade levels, and classrooms. It provides one place for teachers and administrators to review all data related to each student to determine steps for supports/interventions to move forward. Additionally, this program provides research based surveys that will assist in targeting specific areas related to the social/emotional needs of our students that have been exasperated by the pandemic. Once the needs are identified via the in-depth surveys, access to evidence-based interventions are available for school staff to utilize when addressing needs.
344-1-035	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Hands-on manipulatives develop a concrete understanding of foundational mathematical skills. Our staff is in need of updated manipulatives to assist with the newly adopted resources for Eureka Math.	\$ 15,750	\$ -	\$ 5,000	\$ 5,000	\$ 5,750	07-4000-4606	Per narrative, At the elementary level, Acadience assessments are used to monitor reading and math scores. Elementary students displayed a significant decrease at the beginning of the year scores in the fall of 2020 compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments.
344-1-036	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Online platform to foster communication with families and assign learning tasks that can be done at school or at home.	\$ 13,500	\$ -	\$ 4,500	\$ 4,500	\$ 4,500	07-4000-4606	
344-1-037	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adoption of a new ELA curriculum that is embedded with dyslexia resources, interventions for reading, and assessment components to address the learning needs of all students.	\$ 280,825	\$ -	\$ 140,000	\$ 140,825	\$ -	07-4000-4606	Per narrative, At the elementary level, Acadience assessments are used to monitor reading and math scores. Elementary students displayed a significant decrease at the beginning of the year scores in the fall of 2020 compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments. 1/25/2022: Per applicant, There is a need to implement a comprehensive, strategic, evidence-based resource with updated intervention programming to address learning loss due to excessive absences related to COVID. Updated programming will include assessments to support the identification of students who could benefit from the increased need for tutoring during the school year and/or extended year learning opportunities over the summer because of the pandemic. Additional resources will provide coherent structure to interventions related to foundational skills needed to be competent readers.
344-1-038	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	AVID is an instructional program that focuses on closing opportunity gaps for students by preparing them for post-secondary (college and careers) readiness. Seaman began the integration of this program as COVID was impacting schools. Now more than ever, we need to focus on ensuring our secondary students continue to develop skills for college and career readiness. Participation in this program's professional learning will assist teachers, counselors, and principals in their work to increase the post-secondary success of all our students.	\$ 10,200	\$ -	\$ 5,100	\$ 5,100	\$ -	07-4000-4606	

344-1-039	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Online database with age-appropriate resources for staff to use with students to support grade-level project/problem-based learning.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	07-4000-4606	Per applicant, Funds will be used to purchase a two year subscription of PebbleGo which is a curricular content hub designed for K-3 students. This resource is an online learning tool providing support in literacy, science, biographies, social studies, and history. This resource will provide additional learning for students in the classroom and at home to support both extended learning and learning loss due to the pandemic.
344-1-040	Eligible	Direct Allocation	Support Services & Materials	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	The health and safety of all students, staff, and patrons is of the utmost importance to the district. Therefore, to ensure each department has the additional supplies and equipment necessary to mitigate the spread of the COVID-19 virus, each department, Health, Transportation, and Facilities, has been allotted ESSER III funds. These funds will be used for PPE, cleaning supplies, and other essential health items to help with student hygiene, sanitation, and disinfecting of classrooms, common areas, and vehicles.	\$ 336,000	\$ -	\$ 100,000	\$ 100,000	\$ 136,000	07-4000-4606	Per applicant, Yes. The allocated funds will be distributed equally among the three departments.

Kansas CommonApp (2020)

1974-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



jdDRvNbj

356 Conway Springs ESSER III Plan

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 356 Conway Springs
Applicant / Mailing Address	
110 N Monnet Conway Springs, KS 67031	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Clay Murphy
Applicant / Email Address of Owner, CEO, or Executive Director	murphy@usd356.org
Applicant / Phone Number	620-456-2961

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Conway Springs
District Number	356

Mailing Address Street Address	110 N Monnet
Mailing City	Conway Springs
Mailing Address Zip Code	67031
Authorized Representative of the District Name	Clay Murphy
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	murphy@usd356.org
Authorized Representative of the District Phone Number	+16204562961
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	andra@usd356.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://drive.google.com/file/d/1LXTQF6ON6wCid1uYZz3-8EgpiBw6FQ0n/view

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

As we continue working through the pandemic, we continuously find areas that we need to address. Technology continues to be an area that we are spending money in as we try to keep students and staff up to date on changes with technology and making sure that distance learning is possible when needed. Going to a one to one scenario for teachers and students with laptops is costly, but beneficial. Adding smart boards in rooms for teachers to use with students in the classroom as well as remotely continues to be a benefit. Adding software and curriculum products to be used with our technology improvements is an ongoing task and expense.

Working through remote learning last year, we found that increased internet speed is a must so we have addressed that issue, but may need to look at increasing speeds more in the future. We will continue to monitor this area.

In looking at test scores and the needs of our younger students, we need to increase staff in our lower grades to reduce our class sizes and allow more one on one activities with our teachers and students. This will help our lower achieving students get back on track and back to grade level. We will also be addressing curriculum needs in a few areas to make sure we have the tools needed to help keep students on track. Diagnostic testing will also need to be utilized to help prescribe the educational needs of our students to fill in gaps due to loss of learning.

Utilizing staff during summer months and breaks will allow us time to make sure we have curricular standards in place. It will also allow more learning time with students by extending the school year. This will also allow collaboration time for teachers to look over student work, test scores and diagnostic scores so that student education tracks can be set up for success for each child.

Student and staff safety is also a priority. We will continue to need supplies for safety, cleaning, etc. Continuing to improve air flow and air quality also needs to be addressed in our classrooms. Replacing outdated HVAC units and controls will help in this area.

Engage in Meaningful Consultation with Stakeholders

Students

We used surveys to ask students various questions on personal health, technology, needs, etc. We also utilized one on one conversations with students to see what they needed while dealing with the pandemic and school. What we found was that students wanted to be in school. They did not like remote learning. They liked being with their peers and the interaction with teachers. They liked the increase in technology and the ability to take a computer home when needed to do homework. A majority of students said they felt safe at school.

Families

We utilized surveys with families to see what they needed and what their students needed. We also used virtual and in person parent - teacher meetings to make sure students were getting what they needed and parents were included in the educational process.

Weekly updates were sent to all families to make sure everyone had the latest information on the pandemic trends in our area as well as any educational issues that we felt they needed to know. The weekly communication was greatly appreciated by parents and we will continue to do this as we move forward.

Parents felt like they were able to be involved and that they had a voice in their child's education.

School and District Administrators including Special Education Administration

School and district administrators were in daily contact. There was a weekly meeting set up, but many times, more meetings were necessary. Special education administration were very much involved in the process and continued communication was very beneficial. Making sure all students and staff were taken care of was a priority. Trying to alleviate some of the stress off of teachers became a very important topic. Making sure regular education and special education students were getting their needs met was at the forefront of each meeting.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers, principals, school leaders and other staff were all included in the weekly communication. Everyone was given a voice. Everyone worked together whenever problems arose to come up with the best possible solution. The teacher union representative was also included and kept informed about all plans and changes. We will continue this process as it was a very beneficial relationship builder through a very difficult time.

Tribes

We do not have any official tribes in our area. Therefore, we had nothing in this area.

Civil Rights Organizations including Disability Rights Organizations

We are a very small school district, but we monitor our civil rights policies as well as our disability rights policies. We have annual trainings in these areas as well to make sure everyone understands the policies and respects the rights of others. Our special education coop also goes over these issues with our staff as well.

Special education parents and students have always been simply a part of our school and their input is utilized in our planning.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We are a very small school district so we have not dealt with all groups in this area. We do include all students with disabilities and their parents in our communication efforts, surveys and one on one discussions to make sure we have their input on

education issues. We also have several foster care parents and students and they are also included in the same way. Input from these groups helps us formulate how we move forward and what areas we need to improve in each year.

Provide the Public the Opportunity to provide input and take such input into account.

Our monthly school board meetings are open to the public and public comment is welcomed. We also have site councils at each school building which allows parents and patrons to come and share concerns and hear about programs in each building. We utilize parent - teacher nights and open house nights to get parents into the buildings so that communication can take place. We also provide surveys for public input. Our activities also allow the public to come into our buildings.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 356 is a rural school district with around 400 public school students as well as partially serving just under 100 private school students.

During the pandemic, we have had to find ways to change quickly to provide the best possible education that we can to our students. Through very hard work and the help of grant money and our budget, we have been able to utilize distance learning methods when needed. This was a challenge, but with some extra effort from many, we found a way to make it work for the benefit of our students.

Through the summer time and break times, we have utilized staff to make sure we are ready for the next challenge. Extended school days and extended year days have allowed our teachers and students some extra time to make sure our learning loss is kept to a minimum.

COVID has and continues to create many challenges for students and staff. Not only the physical issues with the virus, but the mental stress that has been caused as well. We have included extra counseling options as well as promoting constant communication to try and help relieve some of the stress.

We continue to make adjustments as we go on safety issues as things continue to change with the virus and the variants. We have seen some learning loss, but we have continued to address those situations and will continue to monitor them with testing and observation.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

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

M. 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.

N. 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; and

d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We will continue utilizing our teachers in our summer learning programs, extended day programs and extended year programs as needed to help reduce the negative impact of lost instructional time. We will also use this time for collaboration between our teachers to make sure each students plan of study is set up to address their needs.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will continue to provide updated technology for our students and teachers to deal with the ongoing COVID pandemic. This would include laptop computers, smart interactive boards, etc. This will allow us to utilize distance learning as needed as well as in class work.

Additional curriculum tools and testing tools will be needed to help with learning loss.

We will continue to use cleaning products, safety products as needed in the classroom and will continue promoting proper personal hygiene to reduce the spread of germs.

We will monitor outdated HVAC systems and replace them as needed to improve the air flow and air quality by bringing in more fresh air to the buildings.

We will also add additional staff at the lower elementary grade level to reduce class size to allow for more one on one time for those students who are not at grade level.

In order to maintain the operation of and continuity of services and continuing to employ our existing staff, we will look at premium pay for the extra work to be done on planning for class and individual plans of study, extra cleaning, extra

documentation, extra counseling time with students by staff, extra time with parents, extra data entry, extra duties assigned due to COVID issues, extra time spent to make school possible for our students.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The needs of our students will be monitored as we move through the pandemic. The academic loss will be addressed with extended days, extended years and with a prescribed learning plan based on diagnostic testing and observation. The social, emotional and mental health needs will be addressed through class lessons, one on one conversations, extended counseling services, and surveys to better gauge where students are mentally.

All students will be tracked to make sure they are performing at grade level. As a small district, we are able to better track those students who are more at risk due to their situation outside of school. Extra services will be provided to those students as needed.

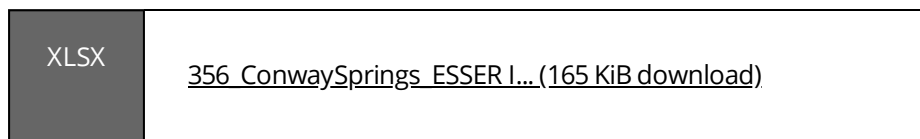
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease

Control and

Prevention (CDC) guidance;

- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to

records;

conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Clay Murphy

Date | 08/11/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
356	Conway Sc	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
356-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary for additional staff to lower elementary class size for COVID 19 related safety and to help catch students up from learning loss due to COVID 19.	\$ 86,943		\$ 38,000	\$ 43,840	\$ 5,103	07-1000-110-708	Per narrative, We will also add additional staff at the lower elementary grade level to reduce class size to allow for more one on one time for those students who are not at grade level. Per applicant, this request is to address the ARP reserve funds as well as Row 18.
356-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payroll costs of Social Security & Medicare taxes on Salary for additional staff to lower elementary class size/COVID/Learning Loss (from above).	\$ 6,651		\$ 2,907	\$ 3,354	\$ 390	07-1000-220-708	
356-1-003	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Payroll costs of Unemployment taxes on Salary for additional staff to lower elementary class size/COVID/Learning Loss (from above).	\$ 108		\$ 45	\$ 56	\$ 7	07-1000-250-708	
356-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss and disruption of learning opportunities.	\$ 20,000			\$ 10,000	\$ 10,000	07-1000-110-708	Per narrative regarding the ARP reserved funds, We will continue utilizing our teachers in our summer learning programs, extended day programs and extended year programs as needed to help reduce the negative impact of lost instructional time. We will also use this time for collaboration between our teachers to make sure each students plan of study is set up to address their needs.
356-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payroll costs of Social Security & Medicare taxes on Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss (see above)	\$ 1,530			\$ 765	\$ 765	07-1000-220-708	
356-1-006	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Payroll costs of Unemployment taxes on Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss (see above)	\$ 26			\$ 13	\$ 13	07-1000-250-708	
356-1-007	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios or for teacher training for health related issues.	\$ 3,460		\$ 610	\$ 2,850		07-1000-115-708	
356-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payroll costs of Social Security & Medicare taxes on Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios (see above).	\$ 265		\$ 47	\$ 218		07-1000-220-708	

356-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payroll costs of Unemployment taxes on Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios (see above).	\$ 5		\$ 1	\$ 4		07-1000-250-708	
356-1-010	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	To address learning loss due to COVID19 with Purchase of software and curriculum.	\$ 75,690		\$ 20,690	\$ 55,000		07-1000-644-708	Per applicant, Boardworks curriculum which is utilized with our upgraded, interactive smart boards. The software allows teachers to teach remedial lessons to those who have suffered any learning loss from COVID. It also allows teachers to bring in other instructional resources to use in classroom instruction. It can also be used for remote learning should we need to move to that format.
356-1-011	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To purchase computers for teachers and students to aid in remote learning as necessary. The additional computers will reduce the need to share computers to help lower the spread of germs and possible spread of COVID 19. To purchase additional smart boards to be used for remote learning and to aid in reduction of learning loss from COVID 19 with additional lessons through curriculum software.	\$ 208,422			\$ 151,900	\$ 56,522	06-1000-650-708	Per narrative, We will continue to provide updated technology for our students and teachers to deal with the ongoing COVID pandemic. This would include laptop computers, smart interactive boards, etc. This will allow us to utilize distance learning as needed as well as in class work.
356-1-012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing equipment and cleaning solutions to sanitize the schools to reduce the spread of COVID 19.	\$ 4,000			\$ 2,000	\$ 2,000	07-2600-680-708	
356-1-013	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Additional measures of trying to prevent COVID 19 spread by replacing outdated HVAC units to obtain better air quality and be able to control air flow.	\$ 175,881			\$ 30,000	\$ 145,881	07-2600-700-708	

Kansas CommonApp (2020)

2213-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



QwgNqDGQ

366_Woodson School District 366_ESSER III Plan_1008

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Woodson School District 366
Applicant / Mailing Address	101 W Butler, PO Box 160 Yates Center, KS 66783
Applicant / First and Last Name of Owner, CEO, or Executive Director	Steve Pegram
Applicant / Email Address of Owner, CEO, or Executive Director	spegram@usd366.net
Applicant / Phone Number	6206258804

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Woodson School District 366
--------------------	-----------------------------

District Number		366
Mailing Address Street Address		101 W Butler St
Mailing City		Yates Center
Mailing Address Zip Code		66783
Authorized Representative of the District Name		Glenda Howard
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		ghoward@usd366.net
Authorized Representative of the District Phone Number		+16206258804
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		spegam@usd366.net

Please paste a direct link of your school district's safe return plan that is posted on your website. | <https://www.usd366.net/browse/222087>

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to follow this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Engage in Meaningful Consultation with Stakeholders

Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan and to receive feedback and input on what they would like to see in the plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, they stated that they were satisfied with the ideas discussed.

Families

The district conducted a community meeting to review the ESSER 3 plan on August 9, 2021. There were no community or organizational members who attended this meeting. To still attempt to get input from stakeholders, a community survey was conducted. There were 123 responses to the survey. The breakdown included 69 parents, 47 district staff, 5 community members, and 2 student responses. The breakdown of the community survey revealed 97 responses or 79.5% of responses supported retention/incentive/premium pay for district staff. The next highest response was around maintaining small class sizes to support learning loss and to maintain social distancing with 92 responses or 75.5%. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

School and District Administrators including Special Education Administration

Being a school district with 425 students, all administrators (3) had a hand in developing the ESSER 3 plan, thus there was the approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, the community, and staff. The negotiations were approved with zero no votes to the agreement. The district also collaborated with classified to ensure ESSER 3 was considered to address their willingness to work for the district during this time of a national pandemic.

Tribes

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

Civil Rights Organizations including Disability Rights Organizations

In a county that has a population of fewer than 3,000 residents, there are no civil rights or disability groups to provide input into the ESSER III plan. To somehow address this area, we contacted our special education cooperative and local education service agency for input into our plan since both of these organizations actively work to support students with disabilities to ensure our plans meet the needs of all students.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our data in our student information system indicated the Woodson School District does not have students with English Learning needs, nor does it have migratory students. The students who are identified as homeless are those who usually live with a relative. There is a very small enrollment of foster students, but these students usually live with a relative as well. Though we held an open meeting to garner input from these and other stakeholders and had no one attend, the district did implement an online district survey to increase community input

Provide the Public the Opportunity to provide input and take such input into account.

The district conducted a community meeting to review and provide input into the ESSER III plan on August 9, 2021. There were no community or organizational members who attended this meeting. To still attempt to get input from stakeholders, a community survey was conducted. There were 123 responses to the survey. The breakdown included 69 parents, 47 district staff, 5 community members, and 2 student responses. The breakdown of the community survey revealed 97 responses or 79.5% of responses supported retention/incentive/premium pay for district staff. The next highest response was around maintaining small class sizes to support learning loss and to maintain social distancing with 92 responses or 75.5%. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Woodson School District began the 2020-2021 school year in session with no remote learning option. The district only missed three days of school during the 2020-2021 school year and that was due to severe cold weather in February. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest indicator of learning loss among students was made apparent through results from the Lexia Reading program. At the beginning of the 2019-2020 school year, the district had numerous students who had reading skills above grade level. That was not the case in the 2020-2021 school year where the district began with no students with reading skills above grade level. By the end of the school year, the ending data of 2020-2021 was similar to that of 2019-2020 but slightly lower.

The district posted improved grade level scores in 5 of the 7 tests in ELA, 4 of the 7 tests in math, and 2 of 3 tests in science compared to 2018-2019. The district also had more students move out of level 1 to level 2, as well as increased its percentages of students in levels 3 and 4 in almost all grade levels. Besides scoring better in 2020-2021 than 2018-2019, the district had 5-grade levels at or above state average results in both ELA and Math, with 2-grade levels in science at or above the state average. Additionally, our district did not see a disproportionate impact on special populations.

The district did take steps to address social-emotional issues; however, this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The Woodson School District plan strives to provide additional learning opportunities through the use of summer school and summer learning programs with the support of our local service providers. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues, with an emphasis on LETRS training for the elementary staff. The following are several studies that support summer programming and continuous professional learning.

Strategy Implemented Research to Support It

Implement summer enrichment programs and credit recovery services

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monograph_s/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46–49. Retrieved from <https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47–52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boost-childrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. ESN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-report-keeping-studentson-a-path> Oliver, K., Osborne, J., P

Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American Council for Online Learning. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf
<http://www.inacol.org/research/p>

Provide research-based professional learning opportunities and supports for staff

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

Darling-Hammond, L. & Richardson, N. (2009). Research Review/Teacher Learning: What Matters? How Teachers Learn, 66(5), 46-53.
<http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development.
<https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Strategy Implemented Cost Justification

Premium Pay \$263,250 To support those who are providing extra services and willing to continue working in a pandemic environment. This item was the number one supported item in the district's community survey at 79.5%.

Social Distancing \$400,000 Keeping class sizes low to avoid overcrowding and to attempt to address learning loss was the item with the second most responses with 75.5%.

Reimbursement \$8,000 The district reimbursed staff for additional classroom sanitation they believed they needed at \$200 per certified staff. The district seeks to recoup this expense since it is a qualified expenditure.

Addressing Learning Loss \$217,314 The school district utilized a lot of funds to address learning loss in ESSER II funding. In ESSER III the district proposes to continue to address professional learning and support through the local service center along with providing incentives for the staff that complete LETRS training. The district will also continue to enhance its summer school program through ESSER III funding.

Social/Emotional \$30,000 The Woodson School District has partnered with the local service center to provide support to both students and staff in the area of social/emotional learning, as well as working with the service center to develop a researched-based social/emotional program for the school district to respond to the needs of students and staff caused due to the pandemic.

Environmental
Supplies/Safety

\$70,000 Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings and will need to continue ordering supplies to address building cleanliness to reduce the spread of the Covid virus.

Total \$988,564

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond.

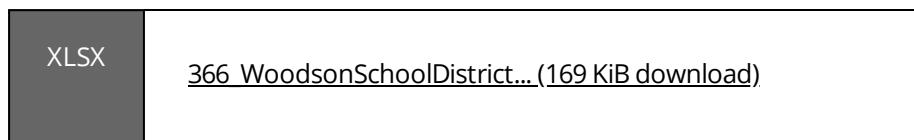
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes

to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Glenda Howard

Date | 10/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
366	Woodson	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
366-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The Woodson School District will use ESSER III funding to provide retention incentive premium pay to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024.	\$ 184,500		\$ 61,500	\$ 61,500	\$ 61,500	7	
366-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The school district must still maintain and compete with neighboring school districts when it comes to salaries for their employees. Having lost 29 students due to COVID the school district will have no additional funding to support the salaries the district needs to provide to financial support. The district proposes using ESSER III funding for additional licensed staff to provide additional duties that will include, but are not limited to, breakfast and lunch in the classrooms, additional supervision of students, additional student support for students in quarantine, and additional technical training to support students quarantined and addressing student learning loss. All these additional responsibilities are due to COVID-19. Classified personnel, some of the most important employees for the district will also need to be supported for the additional duties in the cleaning of the schools, training to efficiently work with new equipment, learning new ways to effectively clean buildings, and checking and replacing student sanitation devices to suppress the spreading of the COVID virus. The school district will work with community stakeholders and through the negotiated process with the teachers of the district to provide retention/incentive/premium pay for the additional duties all staff will need to do to successfully work in today's educational environment. The maximum amount of incentive/premium pay would be \$1,500 per licensed employee (41), and classified employees (35) will receive \$750 per year for incentive/premium pay for school years 2022-2024. In the community survey conducted of the 123 responses to the district's ESSER III plan, 97 individuals or 79.5% of the respondents reated providing staff with premium pay, incentives, and retention bonuses the number on item they supported.	\$ 78,750		\$ 26,250	\$ 26,250	\$ 26,250	7	
366-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The Woodson School District experienced a 29-student loss in the 2021 school year largely due to COVID. Due to COVID and general declining student enrollment in the school, the school district should be in the process of reducing teaching staff. When discussing this issue with community stakeholders, stakeholders didn't believe this is the time to be reducing staff and increasing class sizes. There are currently four grade levels with fewer than 25 students enrolled in those grade levels. However, should the district reduce these positions, we would overload the classrooms and not be able to provide for the CDC social distancing recommendations. To maintain social distancing and to address social and emotional issues and learning loss, the district is seeking financial support for four teachers through 2022-2024 in ESSER III funds to retain four teaching positions. In the district's community survey, this item was the second-highest-rated item from the community survey with 92 responses (75.4%) of the 123 respondents in agreement with this item.	\$ 370,000		\$ 125,000	\$ 125,000	\$ 120,000	7	
366-1-004	Eligible	Direct Allocation	Food Services Operations	Property	13. 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	The district will also order new lunch tables and chairs for the high school that will seat fewer students that allow for more social distancing in the lunch serving area.	\$ 30,000		\$ 30,000			7	
366-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district plans to use ESSER III funds to reimburse the district for allocations provided to staff (\$200 Each) during the 2021 school year to purchase protective equipment and supplies they believed would help in their classrooms in maintaining a more sterilized environment for both students and staff beyond what was provided by the Woodson School District.	\$ 8,000	\$ 8,000				7	
366-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The district plans to use ESSER III for summer school programming. Summer school programming will include addressing learning loss, credit recovery and provide enhanced educational experiences both locally and through the Southeast Kansas Educational Service Center (Greenbush)	\$ 120,000		\$ 40,000	\$ 40,000	\$ 40,000	7	

366-1-007	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	The district is requesting that \$97,314 over the 2021-2024 school years to continue training the instructional staff on the curriculum, participate in learning programs, and utilizing an instructional coach. The elementary will be conducting training on LETRS as it continues to address student learning loss.	\$ 98,010		\$ 15,696	\$ 41,157	\$ 41,157	7	
366-1-008	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	The Woodson School District has partnered with the local service center to provide support to both students and staff in social/emotional learning, as well as working with the service center to develop a researched-based social/emotional program for the school district to respond to the needs of students and staff caused due to the pandemic.	\$ 30,000		\$ 15,000	\$ 15,000		7	
366-1-009	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings and will need to continue ordering supplies to address building cleanliness to reduce the spread of the COVID virus.	\$ 30,000		\$ 15,000	\$ 15,000		7	Additional information from applicant via telephone: This expenditure is for additional cleaning supplies needed due to COVID-19.
366-1-010	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings and will need to continue ordering supplies to address building cleanliness to reduce the spread of the COVID virus.	\$ 40,000		\$ 20,000	\$ 20,000		7	Additional information from applicant via telephone: This expenditure is for additional custodial salaries as needed due to COVID-19.

372_SilverLake_ESSER III Plan_0127



lAybxqbl

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Silver Lake Schools
Applicant / Mailing Address	
200 Rice Road	
Silver Lake, KS 66539	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Brad Womack
Applicant / Email Address of Owner, CEO, or Executive Director	bwomack@silverlakeschools.org
Applicant / Phone Number	7855824026

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Silver Lake
District Number	372
Mailing Address Street Address	PO Box 39
Mailing City	Silver Lake
Mailing Address Zip Code	66539
Authorized Representative of the District Name	Brad Womack
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bwomack@silverlakeschools.org
Authorized Representative of the District Phone Number	+17855824026
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lcampbell@silverlakeschools.org
Other District Representative 2 Email Address	dwalburn@silverlakeschools.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://s3.amazonaws.com/scschoollfiles/513/in-person_learning_plan.pdf

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to stay open last year to following this guidance, and we will continue to do so. Our district will use funds to continue to grow our ability to have classes meet outside, socially distant students, filter in-door air, and maintain supplies of PPE for our students, staff, and visitors. KSDE will review all funds expended in ESSER III to ensure that all expenditures align with best practice, with up-to-date safety requirements, and ensure it is maximized for a positive impact on student learning and safety.

Engage in Meaningful Consultation with Stakeholders

Students

The principal and counselors met with a selected group of students of both the middle school and the high school to discuss the proposed ESSER 3 plan and receive feedback. Students indicated a need for more work-based programs, a greater variety of clubs/groups, and a system for getting academic help when needed. Some students participated in the online community survey, which was open to anyone who wanted to respond.

In addition to the meetings with selected students, all our students were made aware of an online survey they could participate in (see link).

https://docs.google.com/forms/d/152DTN_bytbs34XgC7K0FUCXqp2ftScUZNO-SzybDLg/edit

Of the students who were not in the focus group and responded to the survey, the top five responses were: create work-based or internship experiences, peer mentoring program, add workout equipment for students and staff, expand mental health supports for students, and have more quality instructional resources for students to use.

Families

A survey was created and shared on our Facebook page and emailed to all students' parents on September 15, 2021. One hundred two (102) parents completed the survey.

We also met with our district site council, building leadership team, and district leadership team to develop our ESSER support plan. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Expand learning opportunities for students, including work-based experiences.

Additional staff training.

Expand mental health supports.

Support students who have shown gaps, particularly in literacy and math.

Upgrade facilities, equipment, and resources.

You will see that these suggestions from parents are reflected in the plan we developed.

School and District Administrators including Special Education Administration

Being a school district of approximately 720 students, the superintendent, and director of special services had a hand in developing the ESSER 3 plan, thus they were involved in the approval of the plan.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The survey was sent to the school district bargaining unit to address funding needs and to ensure they met the needs of students, the community, and staff. 20 NEA members completed the survey. Support staff members were also invited to take the survey to address their willingness to work for the district during this time of a national pandemic. 5 support staff members completed the survey.

The superintendent discussed the ESSER 3 funding with the teachers on September 15th, 2021. 58 teachers then took the survey. They indicated a need for training in math and literacy, including additional training in the new reading curriculum. Teachers also showed a need for quality instructional materials, training on research-based instructional strategies, and additional staff to support behavior/mental health.

Tribes

In a review of our student information system, we identified two students reported as members of a tribe. During a phone conversation with the families of these students, they indicated the following strategies would be of the most significant benefit to them:

Expand social-emotional supports for students and staff

Expand work-based experiences for students

Additional training for staff to meet the academic needs of students

Our ESSER plan includes these suggestions based on their feedback to meet our students' needs best.

Civil Rights Organizations including Disability Rights Organizations

We reached out to the Disability Rights of Kansas, the United Way, NAACP, and the Human Rights Commission, in our region with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from the Disability Rights of Kansas and United Way, and they offered the following suggestions:

Increase behavior supports and interventions

Add personnel for academic interventions

Expand social and emotional supports for students

Our ESSER plan includes these suggestions based on this feedback to meet our students' needs best.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Silver Lake does not have students with English Learning needs, nor does it currently have migratory or incarcerated students.

Our teachers and support personnel attended a meeting and completed an individual survey to provide input. We also sent a survey directly to 96 households of families with at least one child on an individualized educational plan and those who qualified for the free-reduced lunch program. Those families identified

Quality materials for students

Additional support for students who have identified a need

Summer learning opportunities

- Expand mental health resources for students and staff
- Expand work-based learning experiences for students

Provide the Public the Opportunity to provide input and take such input into account.

The district invited community members to take the survey by posting it to our Facebook page. 6 community members who did not classify themselves as a teacher or parent completed it. Their responses were in line with other stakeholder groups.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Silver Lake School District began the 2021 school year in session with no remote learning option. The district only missed 10 days of school during the 2021 school year due to increased cases in the community. Generally, the district operated normally while implementing new procedures due to COVID. Students had the option of attending remotely. There were a relatively low number of students who took advantage of remote learning, however.

The biggest notices of learning loss are the iReady diagnostic for math and reading in grades K-6, and the KAP scores for grades 3-11. In August 2021, 34% of our elementary students tested at or above grade level in reading and 31% in math on the iReady diagnostic test. In January of 2020, 53% of students were at or above grade level in reading and 54% in math.

On the KAP, the following changes in scores from 2019 to 2021 were noted:

The district average dropped in 4 out of 7 tested grade levels in ELA.

The district average dropped in 5 out of 7 tested grade levels in math.

The average percent of students scoring a 3 or 4 (grade level or above) dropped from 53 to 50 in math.

The average score in science dropped 5 points.

There was a greater impact on special education students during remote learning due to disruptions in their normal services.

The district did take steps to address social-emotional issues. Counselors surveyed students and contacted those who indicated a need. Since the start of the 2021-22 school year, the need for support due to COVID-related issues has decreased.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The two subgroups in our district that have suffered the most during the COVID pandemic are our at-risk students and our students on individual education plans. Our at-risk population suffered from the lack of engagement in the curricular experiences, time with their instructors and peers to receive additional support, and access to mental health services. Similarly, our students on IEPs did not have daily access to the support personnel who would help them through various learning experiences, guide and remind them about tasks and peer interactions.

Silver Lake will use funds to hire an academic interventionist to monitor students' academic and behavioral progress, primarily in the two subgroups listed above. The interventionist will assist in creating and implementing explicit instruction to students in response to data obtained from the iReady, NWEA-MAPs, KAP, and teacher recommendations. The

interventionist will work in conjunction with the special education department, student improvement teams, and other specialists in our district. The interventionist will progress monitor to show the impact of the interventions on student growth. The explicit instruction will occur during advisory periods, classroom instructional time, and outside school hours.

Peter M. Nelson, Ethan R. Van Norman, David C. Parker & Damien C. Cormier (2019) An Examination of Interventionist Implementation Fidelity and Content Knowledge as Predictors of Math Intervention Effectiveness, *Journal of Applied School Psychology*, 35:3, 234-256, DOI: 10.1080/15377903.2019.1568334 <https://doi.org/10.1080/15377903.2019.1568334>

To further support the students in grades 7-12 in mathematics, Silver Lake will implement a tutoring program. This program will be a combination of peer tutors and paid adult tutors. This program will utilize peers and other paid adults to assist students in these subgroups during the school day. Trained tutors will support our students in providing appropriate guidance through daily lessons (projects), techniques for being a successful student, provide positive reinforcement and build relationships, and be a long-term intervention resource for students in this subgroup. We will also expand this program to after school and use our licensed professionals to provide a higher level of technical support.

https://www.google.com/url?client=internal-element-cse&cx=011774183035190766908:hriitduy-cu&q=https://ies.ed.gov/ncee/www/Docs/PracticeGuide/rti_math_pg_042109.pdf&sa=U&ved=2ahUKEwj6sp6v7KTzAhW4lmoFHaBaBAIQFnoECAkOAO&usg=AOvVaw3tMclwGfnNNrPCV4

To additionally support the elementary students and target the special education students in grades 7-12, the district will be using the iReady mathematics software package. Our teachers and interventionists will use this program as one of the tools to identify students in the subgroups who need additional support, progress monitoring, and as a resource to match student needs with lessons being delivered.

<https://www.google.com/url?client=internal-element-cse&cx=011774183035190766908:hriitduy-cu&q=https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-students-in-poverty.pdf&sa=U&ved=2ahUKEwiAn6-s7aTzAhVwkGoFHSPyCuk4FBAWegQIBhAB&usg=AOvVaw2Pjxr3TgXwZjfmZigQovLf>

The district is working with our teachers and local experts to provide summer enrichment and credit recovery programs for our students. Our students who need credit recovery will use the Edgenuity platform to develop the skills necessary to recover the credits required for graduation. The credit recovery process will be both in-the-moment (during the semester) and summertime opportunity.

Some of the topics that will be part of the summer enrichment program are robotics/coding, science labs, field trips to various educational institutions around the region, life skills, employability topics, etc.

<https://docs.google.com/document/d/1hch1DatOt4aA6ftYhMiDoPiVEXtZYb7BhQ6uati2ZQ/edit?usp=sharing>

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Using the data collected from our stakeholder groups, Silver Lake will be utilizing the remaining funds in the following areas:

1. Providing research-based professional development for staff
2. After-school activities for students that will focus on physical, social, academic enrichment, practical skills, and fine arts
3. ACT preparation courses
4. Increase our social worker to full-time
5. Add a workplace coordinator for internships, job shadows, etc.
6. Add a K-12 social-emotional screener that includes lessons that are to be incorporated into classroom lessons
7. Purchase additional tables and resources for outside learning spaces
8. Add equipment to the high school computer science program that had to be delayed due to previous Covid expenses
9. Provide self-care opportunities for students and staff
10. Premium pay for staff

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that addressed the general needs of our school community and maintained an essential focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond.

Our administrative team, counselors, and teachers will use data from implementing norm-referenced assessments, the Kansas State Assessments, and the social-emotional screener to ensure that the programs implemented impact student learning.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Brad Womack

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
372	Silver Lake	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
372-1-001	Eligible	Direct Allocation	Operation & Maintenance of Plant	Furniture and Fixtures	13. 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	Following the recommendation of our local health department we will utilize outdoor learning spaces as much as possible to mitigate the spread of the virus. In order to hold classes outside we will purchase foldable and portable picnic tables for student use.	\$ 2,820	\$ 2,820				39546	
372-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used for staff salaries and to supply the classrooms with the necessary resources to host these programs. These are programs that are not available to students during the school year do to various COVID 19 restrictions.	\$ 20,000	\$10,000	\$ 10,000			39950, 39957	
372-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The data shows that since COVID has started, our students' scores in all area have dropped on the KAP and particularly in the area of mathematics. To support our students we will add an academic interventionist for grades K-6 and academic tutors for students in grades 7-12. To further support our special education population we will use the iReady software.	\$ 100,000	\$25,000	\$ 50,000	\$ 25,000		39955, 39957	
372-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Since our school is limited on resources we can offer during the school day by our staff, we need to extend the help to include before and after school times, as well as bringing in extra tutors during school hours. In the areas of math and literacy especially, these tutoring opportunities will be data-driven and responsive to student needs in grades K-12.	\$ 10,000	\$ 5,000	\$ 5,000			39958, 39957	
372-1-005	Eligible	Direct Allocation	Improvement of Instruction Services	Purchased Professional & Technical Services	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	In an effort to respond to the learning loss data during COVID we will create a long-lasting positive impact on student learning by providing high-quality training to our teachers on a new reading series.	\$ 16,000	\$ 8,000	\$ 8,000			39999	
372-1-006	Eligible	Direct Allocation	Instruction	Testing Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	With the loss of classroom time for some students as well as the difficulty with internet connections for some we have students who do not have access to ACT prep materials. We will provide an opportunity for students to attend a preparatory course to increase their chances of success on the ACT exam. This will be hosted at the school.	\$ 3,000	\$ 1,500	\$ 1,500			39205	
372-1-007	Eligible	Direct Allocation	Social Work Services		10. Providing mental health services and supports	Our current .5 FTE social worker see students in grades K-12. The need for her services have grown drastically during the COVID timeframe. The mental well-being of our students is a concern, especially now. The increase demand on her time requires our social worker to move to full time.	\$ 60,000	\$20,000	\$ 15,000	\$ 25,000		39210, 39215	

372-1-008	Eligible	Direct Allocation	Instruction	Testing Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Since the assessment opportunities over the last two years have been limited, we do not have the same amount of student data we normally would have. That, combined with the loss of student contact time, has created a challenge to meet the students' needs. By providing robust testing systems our teachers will be able to target skills that are lacking as whole classes and individual students. The assessments will provide in-depth students reports and assist teachers with creating skill groups in their classrooms.	\$ 29,000	\$14,500	\$ 14,500			39205	
372-1-009	Eligible	Direct Allocation	Placement Services	Regular Certified Salaries	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	The results of our survey indicated a very strong desire to implement more work-based learning experiences in our curriculum. In order to do this, we will need a staff member to be the liaison between the community and our students. As students complete their IPS, they will identify things they can do during high school to be better prepared for the workforce. This opportunity was put on hold during the pandemic due to a shift in monetary and staff priorities.	\$ 8,000	\$ 2,000	\$ 3,000	\$ 3,000		39220	
372-1-010	Eligible	Direct Allocation	Health Services	Purchased Professional & Technical Services	10. Providing mental health services and supports	Being responsive to the social/emotional needs of our students is top priority. Currently, we do not have a system that includes screeners and lessons to align with the needs of our students. Our 2 counselors and a full-time social worker will be the catalysts for this system along with the classroom teachers who would implement and support the social skills put in place.	\$ 34,000	\$13,000	\$ 13,000	\$ 8,000		39225	
372-1-011	Eligible	Direct Allocation	Instruction		11B. Planning and implementing supplemental after-school programs	Prior to COVID, we were able to provide a select number of activities outside the school day. These activities were well attended and appreciated by parents and students. Since we have not been able to provide these activities, we have seen a decline in academic scores and motivation among some students. By providing engaging programs before and after school, learning gaps can be lessened while not taking away from the regular curriculum. These activities will allow for students to learn new skills and participate in physical activities.	\$ 25,000	\$ 5,000	\$ 10,000	\$ 10,000		39958, 39957	
372-1-012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Prior to COVID we were planning for the expansion of computer science into the high school. Due to other more pressing needs resources were diverted from this initiative. We are now adding computer science with robotics and coding at the high school level.	\$ 10,000	\$ 6,000	\$ 4,000			39230	
372-1-013	Eligible	Direct Allocation	Health Services	Purchased Professional & Technical Services	10. Providing mental health services and supports	The constant stress caused by the COVID-19 pandemic has demanded that the district take a more intentional approach to supporting our students and staff's well-being. Self-care instruction, support, and activities will be used in an attempt to lessen the stress levels for all individuals.	\$ 15,000	\$10,000	\$ 5,000			39225	

Kansas CommonApp (2020)

1941-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

377_AtchisonCounty_ESSERIII Plan_0801



eRyPmxRj

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 377 - Atchison County Community Schools
Applicant / Mailing Address	
PO Box 289	
306 Main St	
Effingham KS 66002	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dr. Andrew Gaddis
Applicant / Email Address of Owner, CEO, or Executive Director	gaddis.andrew@usd377.org
Applicant / Phone Number	913-833-5050

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0720066
Applicant / Website Address (if applicable)	usd377.org
Fiscal Agent / Name (if applicable)	Melissa Gormley

Application details

Full District Name | Atchison County Community Schools

District Number | 377

Mailing Address | Street Address | PO Box 289, 306 Main St

Mailing | City | Effingham

Mailing Address | Zip Code | 66023

Authorized Representative of the District | Name | Dr. Andrew Gaddis

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | gaddis.andrew@usd377.org

Authorized Representative of the District | Phone Number | +19138335050

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | gormley.melissa@usd377.org

Please paste a direct link of your school district's safe return plan that is posted on your website. | https://docs.google.com/document/d/e/2PACX-1vT8YE6lxw7-lh111n-dFxtCNC4n4A4_cMulUuWst-1akn0FFNjce_kU23EdW-baQmAMdaq9QnzE12Db/pub

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Early means of funding have allowed for us to make the adaptations and acquire the necessary materials to open schools safely. The actual cost moving forward is unknown but we believe the bulk of these funds are better used to make up for the learning loss due to the closure in the spring of 2020 as well as for those students who missed an abundance of school during 2020-2021. We are confident that we will be able to open once again safely and remain continuously open for in-person learning.

Engage in Meaningful Consultation with Stakeholders

Students

Student input was obtained via surveys as well as by student focus groups. All students were ask to complete the online survey however students from all grades were selected for focus groups to obtain insights on efforts for not only reopening

| school but also staying open.

Families

| Family input was obtained via surveys as well as by a family focus group. All families were ask to complete the online survey however select parents from a diverse and wide range of grades and students were selected for the focus group. The group met several times and review reopening plans and protocols.

School and District Administrators including Special Education Administration

| School and District Administrators lead different teacher and staff focus groups to develop the protocols. We have very few administrators so all were involved.

Teachers, Prinicipals, School Leaders, other Educators, School Staff, and their Unions

| Certified and Classified staff input was obtained via surveys as well as by focus groups. All staff were asked to complete the online survey as well as for the focus groups. All interested staff were broken into areas of their choosing to obtain insights on efforts for not only reopening school but also staying open.

Tribes

| NA

Civil Rights Organizations including Disability Rights Organizations

| NA

Stakeholders represting the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

| NA

Provide the Public the Opportunity to provide input and take such input into account.

| The plans were posted via social media and on the school website. The Board of Education discussed each over several meetings which were open to public comment.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| The most significant impacts that have been visible from COVID-19 has been the learning loss due to the closure in the Spring of 2020. Data has not shown any significant difference among diverse populations, however students with learning disabilities most likely will take more time to make up the same loss as student without. Reading is a concern with all grades and math primarily in the 4-9 grades. The degree of learning loss is still unknown, primarily due to the number of students who enrolled in for profit virtual schools or opted for home schooling during the 2020-2021 school year. Our enrollment decreased by 10%, leaving as substantial number of students who we do not have data on that most likely will return. The cost for mitigating the spread of COVID-19 and assisting students with learning loss has been more substantial than originally anticipated. This has put a more significant strain on usual operating funds making things more difficult.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Funds will be used to provide enhanced engagement opportunities through educational technology and integration. Funds will also be used to provide staffing to provide evidence based interventions in both math and reading. One on one differentiated instruction will be provided by Masters level educators in the areas of math and reading. Emints comprehensive program will be implemented in grades 7-8 to improve learning.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

All funds will be spent to address the academic impact of lost instructional time. We feel this is the largest issue that we need to overcome.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Atchison County Community School USD 377 will ensure that the interventions we develop and implement fully and directly address the academic impact of lost instructional time caused by the COVID-19 pandemic. This includes the academic, social, emotional, and mental health needs of all students, including students disproportionately, such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. To provide this important support for our students, we will hire a Math Interventionist and Aide for grades 4-9. Evidence from local assessment shows that this group, in particular, needs significant support, and these positions will be able to identify, plan, and deliver tailored and targeted instruction for our students needing this support. Additionally, we will hire a Reading Interventionist with the same core purpose as the Math Interventionist, and this person will serve students in grades 7-12. In both cases, we have used, and will continue to use, local and State data to identify students who need these supports, and we considered all demographic data to ensure that disproportionality is addressed. We will also hire a Social Worker to facilitate supports for students and their families by identifying and addressing the social and emotional needs presented by students and families due to the COVID-19 pandemic. This will include both proactive and reactive responses to provide this support. Lastly, we will purchase additional technology to ensure that students can learn effectively from afar if circumstances warrant having some or many students learn in a different environment due to the ongoing pandemic and the possibility of future quarantining.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives

under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental

Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and

USD	District Na	Data as of
377	Atchison C	2/2/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
377-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide staffing to provide Math intervention for students who have experienced learning loss.	\$ 210,000		\$ 70,000	\$ 70,000	\$ 70,000	29	
377-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide staffing to provide Reading Intervention for students who have experienced learning loss	\$ 180,000		\$ 60,000	\$ 60,000	\$ 60,000	29	
377-1-003	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide Academic Aides to assist with learning loss	\$ 120,000		\$ 40,000	\$ 40,000	\$ 40,000	29	Common app indicates 2 aides (1 math, 1 reading)
377-1-004	Eligible	Direct Allocation	Guidance Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Provide a Full time social worker to support students from the effects of the COVID-19 Pandemic	\$ 60,000		\$ 20,000	\$ 20,000	\$ 20,000	29	
377-1-005	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase items to increase engagement through enhanced educational technology	\$ 55,236		\$ 35,236	\$ 20,000	.	29	Call w/Supt on 1/20/22 - This cost is for replacing interactive boards in the elementary school to facilitate remote learning due to illness or quarantine. 12 classrooms @approx \$3,000 ea

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Andrew K Gaddis

Date | 08/03/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

Kansas CommonApp (2020)

2010-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

394_ROSE HILL_ESSER III PLAN_0818



vKqjllma

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 394 Rose Hill Schools
Applicant / Mailing Address	
104 N Rose Hill Rd	
Rose Hill, KS 67133	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Sabrina Dunkin
Applicant / Email Address of Owner, CEO, or Executive Director	sdunkin@usd394.com
Applicant / Phone Number	3167763300

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0966028
Applicant / Website Address (if applicable)	www.usd394.com

Application details

Full District Name	ROSE HILL SCHOOLS
District Number	394
Mailing Address Street Address	104 N ROSE HILL RD
Mailing City	ROSE HILL
Mailing Address Zip Code	67133
Authorized Representative of the District Name	SABRINA DUNKIN
Authorized Representative of the District Position or Title	DIRECTOR OF FINANCE
Authorized Representative of the District Email Address	sdunkin@usd394.com
Authorized Representative of the District Phone Number	+13167763300
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rchickadonz@usd394.com
Other District Representative 2 Email Address	jmcpherron@usd394.com
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.usd394.com/vnews/display.v/ART/60cf420d82aeb

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The Rose Hill School District has worked hard to provide in-person learning for our students during the COVID-19 pandemic. The health and safety of students and staff will continue to be a priority. The District will maintain communications with our State (KDHE) and Local (Butler County Health Department) Health Officials to obtain guidance on identifying isolation and quarantine requirements for positive COVID-19 cases and COVID-19 close contacts. The Butler County Health Department has allowed students and staff who have been identified as a close contact to remain in school if fully vaccinated or wearing authorized masks properly. Rose Hill Schools are now mask optional schools.

Parents should continue to screen their children for any COVID-19 symptoms and not send them to school if any symptoms are identified. Schools will continue to encourage hand washing, covering the nose and mouth when coughing/sneezing, and providing hand sanitizer for individual use. The building cleaning schedules will remain in effect.

Upon request, the district can provide the locations for COVID-19 testing and vaccination sites. While vaccines are not required, one can find vaccine locations by visiting www.vaccines.gov. The Kansas State Department of Education has

indicated that the Remote Learning Format will not be available and any family with health concerns should contact their building administrator to identify any appropriate accommodation needs.

The district will implement testing strategies to help ensure students and staff identified as close contacts are negative for the COVID-19 virus. Reassuring staff that the COVID-19 virus is not in their classrooms is a large focus for the district. Maintaining staff levels has been a challenge.

The Rose Hill School District will continue to provide educational services to students through an in-person format, including Special Education services. Counseling options are available to students and staff with a partnership through the South Central Mental Health Department. The district will also continue to staff the district with qualified nurses and provide free lunches for all students through our fully licensed food service program.

Engage in Meaningful Consultation with Stakeholders

Students

As we prepared to return to school we sent out messages through Swift K-12 to notify our families of the plan and gave them opportunities to contact us for more information. Calls were received and concerns were addressed. We will continue to address student concerns as they have returned to the buildings.

Families

As we prepared to return to school we sent out messages through Swift K-12 to notify our families of the plan and gave them opportunities to contact us for more information. Calls were received and concerns were addressed.

School and District Administrators including Special Education Administration

The Superintendent has been in constant contact with all administration groups as they came together to make the best plan possible for a safe return to school.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

As we prepared to return to school we sent out messages through Swift K-12 to notify our staff of the plan and gave them opportunities to contact us for more information. Calls were received and concerns were addressed.

Tribes

We have no knowledge of any stakeholders in this particular group inside our district boundaries.

Civil Rights Organizations including Disability Rights Organizations

We organized a community stakeholders meeting and advertised the meeting in the paper, social media, chamber of commerce, and messaging system (email, phone, & text.) This meeting gave anyone in our community the opportunity to express concerns.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We organized a community stakeholders meeting and advertised the meeting in the paper, social media, chamber of commerce, and messaging system (email, phone, & text.) This meeting gave anyone in our community the opportunity to express concerns.

Provide the Public the Opportunity to provide input and take such input into account.

Our plan was reviewed during a meeting of our Board of Education, it was listed in the local newspaper in our agenda items to announce the meeting. This gave the public the opportunity to request an audience of the Board and attend the meeting to have their concerns addressed.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The district had staff members not return to work and resigned their position because of the fear of working in a COVID-19 environment. The district saw the same thing happen with the general student population. We experienced a 6% drop in student enrollment across the district. Our students experienced a 10% loss in instructional days because of the state's recommendation to delay the start of school to better prepare for operating schools in a COVID-19 environment. The number of days that teachers had to miss work because of a COVID-19 related issue increased that number of days our students were not with a licensed professional educator. Our staff's time was increased to deal with the additional duties of dealing with communicating COVID-19 virus information, contact tracing COVID-19 virus cases, and cleaning to mitigate the COVID-19 virus environment.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We have employed a new position in our district to help identify those students who show learning loss from last year. This position will help to coordinate our school day interventions, after school interventions, and summer interventions/enrichment programs to address student learning loss. We have also purchased an additional assessment tool in addition to our classroom and state assessments to help with identifying student learning loss.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, after school, and summer intervention programs and provide for students' social, emotional and mental health needs, we plan to use our ESSER funding to ensure staffing levels to maintain lower class sizes and the ability to distance students out in the classrooms and across the buildings. We plan to add staff to track, trace, communicate, and coordinate with students and families that have been impacted by the COVID virus. We are planning to make any identified changes needed to our current systems to improve the indoor air quality in our facilities.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Addressing Students' Academic, social emotional, and mental health needs

Rose Hill Schools serves a diverse population of students including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students in the foster care system. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others.

A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students. Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

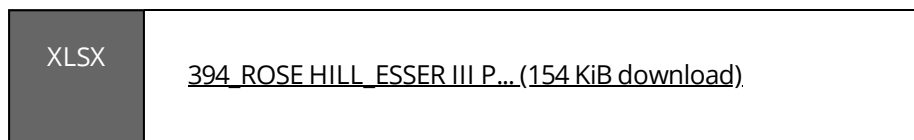
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes

to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Sabrina Dunkin

Date | 08/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
394	Rose Hill	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
394-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 120,000	\$ 120,000				77910	
394-1-002	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 15,000	\$ 15,000				77911	
394-1-003	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 15,000	\$ 15,000				77912	
394-1-004	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 2,000	\$ 2,000				77913	
394-1-005	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 7,000	\$ 7,000				77914	
394-1-006	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 10,000	\$ 10,000				77915	

394-1-007	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 50,000	\$ 50,000					77916	
394-1-008	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 30,000	\$ 30,000					77917	
394-1-009	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 30,000	\$ 30,000					77918	
394-1-010	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for employees that were continuously employed from January 12, 2020 through November 15, 2021 with the district will receive a premium pay amount in their first payroll of December 2021. There are 2 levels, those that are less than 1.0 FTE, work less than 30 hours per assigned duty week, and substitute teachers that worked at least 20 times during the timeline will receive \$500, those that are a full 1.0 FTE or work more than 30 hours per assigned duty week during the timeline will receive \$1000.	\$ 21,000	\$ 21,000					77919	

Kansas CommonApp (2020)

2011-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



DMMLxNGD

405_Lyons_ESSER III Plan_0816

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 405 - Lyons

Applicant / Mailing Address

| 800 S Workman
| Lyons, KS 67554

Applicant / First and Last Name of Owner, CEO, or Executive Director | Bill Day

Applicant / Email Address of Owner, CEO, or Executive Director | bday@usd405.com

Applicant / Phone Number | 6202575196

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0726024

Applicant / Website Address (if applicable) | USD405.com

Applicant / Mission Statement (if applicable)

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

Application details

Full District Name		Unified School District #405
District Number		405
Mailing Address Street Address		800 South Workman
Mailing City		Lyons
Mailing Address Zip Code		67554
Authorized Representative of the District Name		Bill Day
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bday@usd405.com
Authorized Representative of the District Phone Number		+16202575196
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		jgoforth@usd405.com
Other District Representative 2 Email Address		dstrubhar@usd405.com
Please paste a direct link of your school district's safe return plan that is posted on your website.		https://www.usd405.com/article/481042

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We continue to look for ways to enhance our ability to provide access to students to remediate for some of the learning loss over the past 18 months through remote learning applications so students can continue to participate in classes even when they are ill or otherwise quarantined. Prior to the pandemic we had very limited ability to provide for remote learning. However, with ESSER II funds, we have purchased new science and math curriculum with online components and access. We are focusing on doing the same for social studies and English Language Arts classes at all of our buildings. It is our hope that we can make adoptions in those two areas for the 22-23 school year. We are providing at home Internet services to families that do not have it without our assistance.

In addition, we are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23, and 23-24 school years.

Engage in Meaningful Consultation with Stakeholders

Students

We have surveyed parents and students about their home Internet and devices to help guide our decisions for purchasing hot spots for families without high speed Internet. Because we have 1:1 computers:students in grades 2-12, we are already addressing the need for devices in the home.

Families

We have surveyed parents and students about their home Internet and devices to help guide our decisions for purchasing hot spots for families without high speed Internet. Because we have 1:1 computers:students in grades 2-12, we are already addressing the need for devices in the home.

School and District Administrators including Special Education Administration

We have surveyed teachers and staff several times concerning learning loss and have used the responses to craft after-school and summer school programs.

We have used information from regular education and special education administrators to hire an additional Title I reading para at our upper elementary school and an additional Title I reading teacher at our lower elementary school. We have used the survey results to begin looking for social studies and ELA curriculum with strong remote components.

We have also hired a social worker to work specifically with our special education students and families.

We have enhanced our ESL program with online accessible resources.

Department heads were surveyed about their greatest needs in response to the pandemic. We have used their responses to hire additional custodians, PPE, and equipment.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The school board got approval from the local teachers' union to offer FFCRA-type benefits again this school year. This will be available for all faculty and staff.

We have used information from regular education and special education administrators to hire an additional Title I reading para at our upper elementary school and an additional Title I reading teacher at our lower elementary school. We have used the survey results to begin looking for social studies and ELA curriculum with strong remote components.

We have also hired a social worker to work specifically with our special education students and families.

We have enhanced our ESL program with online accessible resources.

Department heads were surveyed about their greatest needs in response to the pandemic. We have used their responses to hire additional custodians, PPE, and equipment.

Tribes

Not applicable

Civil Rights Organizations including Disability Rights Organizations

We have not attempted to reach out to any civil rights organizations or disability rights organizations. We follow carefully all laws, regulations and best practices in these areas. There are no

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We work closely with local law enforcement, the local court system, and our area mental health office, responding to each others' needs pertaining to services for our students. Although we have not gathered input from those agencies specifically in regards to ESSER, we are in constant contact, and work well together.

Provide the Public the Opportunity to provide input and take such input into account.

We have held many of our COVID planning board of education meetings on Facebook Live and have given patrons the opportunity to give input. We have a "Hearing of Visitors" section at the beginning of our board meetings during which parents, community members or others can offer their opinions. We have posted our various COVID plans on the school webpage and Facebook page since the beginning of the pandemic. The administration team and board use this input to guide decisions.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Of course, like all school districts in Kansas, when schools went fully remote in the Spring 2019 fourth quarter, we struggled to provide adequate learning opportunities for all students. Some excelled and some struggled. We worked with the community to provide resources. We worked with parents to give flexibility with their home resources and schedules.

The CARES Act, SPARK, and ESSER funding made it much easier to address the needs of the students and their families. Otherwise, the district would not have been able to provide hotspots, PPE, online curriculum, adequate adult supervision of remote or face-to-face instruction.

During the 20-21 school year, USD 405 started a couple of weeks later than normal and added time to the daily schedule to make up for the missed time. We were in-person all year, with the exception of a week prior to Thanksgiving when we had so many adults quarantined as close contacts that we did not have sufficient adult supervision available to remain in-person and therefore had to go to remote.

We have spent a great deal of time and energy reviewing academic and social-emotional data gathered over the past 18 months to determine that indeed our students and staff have experienced some difficulties in both areas. Academically, we were pleasantly surprised to find that our various remote and hybrid learning opportunities have been somewhat effective as our student data was not nearly as low as we anticipated that it might be. The learning loss mirrored what was being experienced in other areas of the state and nation. Our overall math learning was 5-10% behind what would be considered normal and our ELA learning loss was in the 5% range. We disaggregated all data for special populations and found that they often had less learning loss than the general population. This is probably due to all the extra attention and resources that were used to ensure those groups had the necessary learning opportunities.

USD 405 has a higher than normal incidence of nearly every at-risk indicator. Our free and reduced percentage is higher than average, hovering in the mid-70s, most years (533 students).

Our special education population is 23% (169 students), or about 44% higher than average. We believe that much of this is due to high poverty, and the subsequent drug abuse and other adverse childhood experiences of our students and their families.

Our ESL percentages are also much higher than average at 21% (150 students).

Our Migrant population, 3% (22 students), is five times higher than the state average.

As noted before, the individual effects on students or groups of students is not uniform. Many of our special populations did not experience learning loss, others did. Sometimes there was loss in one subject area but not another.

The social-emotional data reveals that all people, from administration to students to parents are tired and discouraged from all the changes and all the conflicting information and data from seemingly reliable sources on both sides of every issue.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We are planning to enhance our ability to offer robust after-school and summer school opportunities over the next couple of years. Our teachers have reviewed student data and are using it to determine the best means of addressing learning loss in terms of groups and individuals. The projected use of ESSER funds has been made by incorporating the input of our stakeholder groups to determine the most significant concerns and best course of action. New curriculum in social studies and ELA with a remote component has been determined to be a great need. Programs for after-school and summer school remediation have also been identified as significant needs. Teachers are working to develop these with an emphasis on addressing learning loss.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We have had an Indoor Air Quality study done in our buildings. The IAQ shows that, as suspected, our buildings do not circulate sufficient fresh air to meet IAQ recommendations. It is obvious to us that we must address this issue with our remaining ESSER III funds. We have several million dollars worth of needed replacements and repairs, and although the ESSER funding will not cover the majority of the needed upgrades, the ESSER funds will definitely make it easier for us to accomplish the goal of better IAQ. We expect to use 80% of our ESSER III allotment or about 1.4 million dollars to jump start our IAQ projects.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We have surveyed our most significant stakeholder groups including students, staff, parents. We have kept our stakeholders informed of our plans and given stakeholders avenues of input. We have created a prioritized needs assessment. We have studied our student data and determined our greatest needs in terms of learning loss and remediation. We are developing plans to address those needs, taking into account the input from stakeholder groups. We work closely with staff and parents in the special groups. We have increased our staffing and resources to assist in those special populations. As the year progresses, we will continue to seek input from stakeholders and make sure that we are addressing our greatest needs.

Notes on ESSER III application Excel template:

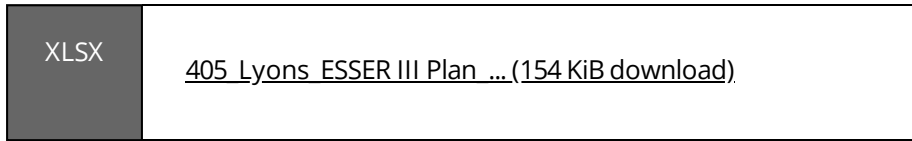
- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on

districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before

making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Bill Day

Date | 08/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
405	Lyons	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	certified salaries for after school program	\$ 45,000	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	07E10001180000361	Notes from Common App: We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23, and 23-24school years.
405-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	classified salaries for after school program	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	07E10001210000361	Notes from Common App: We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23, and 23-24school years.
405-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 75,000	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	07E10001120000361	Notes from Common App: We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23, and 23-24school years.
405-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 10,500	\$ -	\$ 3,500	\$ 3,500	\$ 3,500	07E10001200000361	Notes from Common App: We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23, and 23-24school years.
405-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new curriculum as well as other software programs	\$ 51,193	\$ -	\$ 17,064	\$ 17,064	\$ 17,065	07E10001130000361	Additional info from Supt received 12-15-21: Approximately 30 teachers will be paid \$25/hour for 24 hours (\$18,000/year) during the summer to review student data pertaining to learning loss and develop action plans to address that data. This will be for three years.
405-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA/FICM for after school program/summer school program/teacher academy	\$ 16,311	\$ -	\$ 5,437	\$ 5,437	\$ 5,437	07E10002200000361	
405-1-007	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment for after school program/summer school program/teacher academy	\$ 213	\$ -	\$ 71	\$ 71	\$ 71	07E10002500000361	
405-1-008	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	social studies and ELA curriculum	\$ 120,000	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	07E10006010000361	Notes from Common App: Prior to the pandemic we had very limited ability to provide for remote learning. However, with ESSER II funds, we have purchased new science and math curriculum with online components and access. We are focusing on doing the same for social studies and English Language Arts classes at all of our buildings. It is our hope that we can make adoptions in those two areas for the 22-23 school year.

405-1-009	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	supplies for reading and family activities	\$ 6,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	07E2100 610000 0361	Additional info from SUPT 12-15-21: Because of the covid disruptions, the PAT program has had to do more remote sessions with parents and are unable to take their supplies and equipment with them on home visits. These funds allow the PAT program to purchase supplies and equipment that can be dropped off with the parents and visits can be done virtually and the student have the equipment needed to perform the tasks.
405-1-010	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	supplies for summer school	\$ 1,500	\$ -	\$ 500	\$ 500	\$ 500	07E1000 610000 0361	
405-1-011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	13. 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	indoor air quality improvements	\$ 1,362,800	\$ -	\$ 454,267	\$ 454,267	\$ 454,266	07E2600 460000 0361	We have had an Indoor Air Quality study done in our buildings. The IAQ shows that, as suspected, our buildings do not circulate sufficient fresh air to meet IAQ recommendations. It is obvious to us that we must address this issue with our remaining ESSER III funds. We have several million dollars worth of needed replacements and repairs, and although the ESSER funding will not cover the majority of the needed upgrades, the ESSER funds will definitely make it easier for us to accomplish the goal of better IAQ. We expect to use 80% of our ESSER III allotment or about 1.4 million dollars to jump start our IAQ projects. Allowable if CDC guidelines are met.

Kansas CommonApp (2020)

2031-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



waZloppG

416 LOUISBURG_ESSER III PLAN_0818

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 416 Louisburg

Applicant / Mailing Address

| PO BOX 550
| Louisburg, KS 66053

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Brian Biermann

Applicant / Email Address of Owner, CEO, or Executive Director | delmezk@usd416.org

Applicant / Phone Number | 913-837-1700

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Louisburg School District

District Number | 416

Mailing Address Street Address	PO BOX 550
Mailing City	LOUISBURG
Mailing Address Zip Code	66053
Authorized Representative of the District Name	Katy Delmez
Authorized Representative of the District Position or Title	Director of Business Operations
Authorized Representative of the District Email Address	delmez@usd416.org
Authorized Representative of the District Phone Number	+19138371700
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	biermann@usd416.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://www.usd416.org/vnews/display.v/ART/60ede7fb89be6

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

All of our funds will be used to help with prevention and mitigation strategies. We have dedicated the funds to have the appropriate mitigation equipment and supplies for each of our buildings. We also have made sure we have the needed custodial support to keep our buildings clean. We have invested funds to update our two oldest buildings with a better HVAC system. Well over 20% of our identified funds will be used to support and implement evidence-based strategies and resources in our district to support any identified learning loss or instructional gaps across the school district. We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Engage in Meaningful Consultation with Stakeholders

Students

Our district provides multiple opportunities for students to be part of decision-making regarding COVID-19 mitigation. Our district's mission statement is to educate each student in a safe and nurturing environment. We know how important it is to not only keep our kids safe, but to involve them in the process. Students serve on various Advisory Boards throughout the year. These include building Site Councils, as well as the District COVID-19 Task Force. Their input and feedback have been critical as we have developed plans to keep our schools open and our students learning. We have tried to have a cross-section of our student body present in these stakeholder committees to provide a wide variety of thoughts and opinions on

our COVID-19 mitigation plan. We believe that with their input, we have developed a plan with student learning at the forefront of our decision-making and re-opening plan.

Families

Just like our students, we welcome our families and parents support in any journey we take throughout the school year. The family involvement and support are important to us and our community. We are fortunate we have high family involvement in our community. We provided families the opportunities to share their thoughts through an ESSER Survey. We also have parents participate on a variety of stakeholder committees, including Site Councils and the Covid-19 Task Force. Once again, we strive to have a cross-section of our parent population so all points of view are heard and valued. We feel like feedback from our family stakeholder group was heard and was incorporated into our plan.

School and District Administrators including Special Education Administration

Our School and District Administrators, including our Special Education Cooperative, have been an integral part of our planning for ESSER funds and programs. As the support system for our building administrators and teachers, it has been vital to have this group involved in all facets of planning. We are provided appropriate legal and best practice guidance from our Special Education Administration regarding educating our special education population. They have also been an integral part of any professional development opportunities for our staff. This summer, they hosted a well-attended collaborative problem solving PD for our administrators and teaching staff. This new professional development will aide our staff in identifying appropriate resources and skill deficits for each learner.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

We continue to work closely with our building administration and school staff. These are our “front line workers” and it is important that they feel supported and are equipped with the tools, information and resources to do their job to the fullest extent possible. Once again, these stakeholders have served on every building and district committee that we establish. We have created a Self-Correcting Feedback loop with the support of TASN to keep all of our committees working toward the same goal and open communication lines ongoing. We have a very close working relationship with our local Louisburg Education Association. Our teacher’s union is involved in every decision-making process throughout the school year

Tribes

USD #416 doesn't serve an organized community population of Native Americans. We do have students identified as Native American, but we do not have an organized Tribe in our community. If we did, we would work closely with the Tribe, just like we do with any other community member that our district serves.

Civil Rights Organizations including Disability Rights Organizations

Our district is cognizant of the requirements of any Civil Rights Organizations and the rights and freedoms these organizations strive to protect. Every decision our district makes is to ensure we are able to provide a sound education while not infringing on any individual's rights or freedoms. We are provided training and guidance from our legal counsel on topics that pertain to this topic.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Louisburg USD #416 supports the needs and interests of these individuals by partnering with various local agencies. Louisburg is part of an eight district Special Educational Cooperative. Through this Coop, our students are provided robust services and resources that would be harder for our local school district to replicate. We partner with Greenbush, through a Title III Consortium, to help support our ELL and Migratory Students. This is another great resource that provides us annual resources and support. Our school social workers and staff do a great job of identifying and supporting any students that are

experiencing homelessness. Our district immediately identifies the student and provides the needed waivers and layers of support for each child.

Provide the Public the Opportunity to provide input and take such input into account.

USD 416 sent out a public survey to patrons of the community in early August to get opinions and thoughts on what the school district should focus their time and resources on regarding ESSER funds and resources. The district will review the data and work to meet the needs and requests of the community.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We continue to monitor any potential learning loss across the school district, especially with our special populations of students. We have a robust MTSS system in place that includes ongoing assessments and data-driven decisions. During the Pandemic, we have continued to monitor our special populations of students, especially the students that have chosen the remote learning option (2020-2021 school year) or the virtual learning option (2021-2022 school year). We understand the needs for added supports to students that are not physically attending our buildings on a regular basis. Last year, our district required masks for every student and staff. This year, our district has selected the mask-optional approach. We are closely monitoring our students to make sure we support each student and family's emotional well-being with this change, especially in our younger population where vaccinations are not available at this time. At this time, we don't believe we have a disproportionate amount of students in our special population impacted versus our regular population, but we will continue to monitor this status and make the appropriate changes, as needed.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.
- Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The district has allocated many of the ESSER dollars to address any academic loss our students may have during the pandemic. We have money allocated for a Jump Start Summer School that will provide an added boost to identified students. We will purchase at-risk programming materials and curriculum/intervention materials that are evidence-based and fit within our continuum of supports and services in our MTSS model. We have been trained by TASN in all facets of MTSS and still are provided ongoing supporting from TASN. We have dollars set aside for professional development for our staff in evidence-based programs.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The district will use the remaining ESSER funds to keep our buildings and learning spaces clean. We will provide additional custodial support and cleaning supplies. We will provide one of our older buildings an updated HVAC system that will allow better air quality for our students and staff. We have invested in staff to lower the class sizes to aide in social distancing. We have also added instructional aides to help with any learning loss. We have hired another PRN nurse to provide additional healthcare services. Our district has partnered with Greenbush Service Center to provide many supports to our staff and administration. There expertise and support is invaluable

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district has partnered with The Elizabeth Layton Center to provide Case Management to our students. This Case Manager works closely with students and families that have a variety of needs. The Case Manager is able to quickly provide

the added resources the student and/or family needs. Our district has also implemented a new PreK-12 Social-Emotional professional development opportunity for our staff, students and families. We are doing a full-year learning series on “The 7 Mindsets”. We kicked off the year with one of the authors as our keynote speaker. This will be followed up with ongoing PD throughout the year for our staff. There will be follow up materials provided to our staff and students. Our district also has implemented Positive Behavior Intervention Support models in the schools. We have a detailed MTSS plan that ties academic, behavior and social-emotional growth and monitoring together

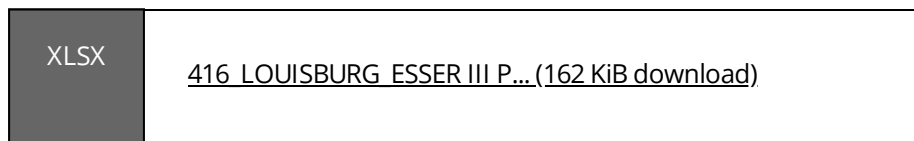
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form

to Report

Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Katy Delmez

Date | 08/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
416	Louisburg	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
416-1-001	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies to sanitize and clean school facilities. Including additional sanitizer for the stations, cleaning towels, and disposable items for cleaning.	\$ 11,500			\$ 5,500	\$ 6,000	7	
416-1-002	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. 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	Additional staffing costs for the operation and sanitization of the LEA school buildings.	\$ 51,554			\$ 25,500	\$ 26,054	7	From narrative: The district will use the remaining ESSER funds to keep our buildings and learning spaces clean. We will provide additional custodial support and cleaning supplies. From applicant: The additional staff will be used to help sanitize and deep clean the buildings during the day and in the evening to prevent spread of virus.
416-1-003	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies for student academic support and education support for staff and students. This includes software programs such as OdysseyWare/Edgenuity, 7 minds social mindset, Aleks, Freckle Math, Turnitin.	\$ 150,000			\$ 75,000	\$ 75,000	7	From applicant: These applications would provide for all students in the district. This includes the children that are in our buildings, quarantined students and our virtual students. Due to COVID-19, we have students that are quarantined by a positive result or a close contact. When these students are home, our online software programs can be used for potential learning loss. Also, we have students that have chosen to take virtual classes this year due to the pandemic instead of attending our schools. These students are able to have a robust learning environment provided to them, at no cost, because of our virtual programs. Without COVID-19, we would not have students quarantined and would not have as many students selecting virtual learning as their mode of learning. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
416-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Providing academic support for certified teachers. Including academic support, substitute teachers, and additional classroom teachers.	\$ 350,800			\$ 173,200	\$ 177,600	7	From applicant: The district added a kindergarten teacher to reduce class size. We have added additional nursing staff to provide Covid related services. We also are able to provide subs when staff members are gone due to COVID. We did add a kindergarten teacher to make sure that we could reduce class size, and we added two nurses so that each building had a dedicated nurse at all times. We also provide 10 days of paid sick leave for staff that have COVID so we are able to pay subs to cover those classes. This would include all the staff in our buildings that would need a sub for classroom replacement. The budgeted expenditures are calculated by our payroll salary. Those salaries are directed to come out of the ESSER expenses.
416-1-005	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	The district will continue to support our PLC and MTSS during the school year for all students and staff in all areas (academics, behavior and social/emotional).	\$ 30,000			\$ 15,000	\$ 15,000	7	From applicant: All certified staff (about 120 total) would benefit from this training. For example in August 2021 we started our social emotional learning curriculum called 7 Mindsets. This is to help support the Social/Emotional well-being of our staff and students. We had the author of the book come present in person to our staff and our staff and students utilized the 7 Mindsets curriculum once a week in their homeroom. This is a PK-12 initiative and also connects with one of our KEESA goals

416-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Providing academic support for certified teachers by providing additional classroom aid positions.	\$ 50,795		\$ 24,795	\$ 26,000	7	Same as row 3, for non-certified staff.
416-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - The district plans to offer a "Jump Start" Summer school for grades 3-8. The expense will be to help pay the extra duty expense of teachers teaching summer school to identified students.	\$ 11,700		\$ 5,700	\$ 6,000	7	From applicant: The expense will be to help pay the extra duty teachers teaching summer school to identified students. This program would be able to reach roughly sixty students with 5 members of our staff teaching.
416-1-008	Eligible	Direct Allocation	Operation of Buildings	Heating Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Upgrades - The district is putting in upgraded HVAC in the one of our oldest buildings dated from 1977. The district will use the funds to help get the best upgraded systems to help with air quality.	\$ 188,354		\$ 188,354		7	Allowable if CDC guidelines are met. Capital Improvement documentation required.
416-1-009	Eligible	True Up	Operation of Buildings	Heating Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Upgrades - The district is putting in upgraded HVAC in the one of our oldest buildings dated from 1977. The district will use the funds to help get the best upgraded systems to help with air quality.	\$ 111,646		\$ 111,646		7	Allowable if CDC guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

1997-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



GgnwPZex

450 Shawnee Heights ESSER II Plan Submission 0811

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Shawnee Heights

Applicant / Mailing Address

| 4401 SE Shawnee Heights Rd, Tecumseh, KS 66542

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacey Bell

Applicant / Email Address of Owner, CEO, or Executive Director | bells@usd450.net

Applicant / Phone Number | 7853795800

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Shawnee Heights

District Number		450
Mailing Address Street Address		4401 SE Shawnee Heights Rd
Mailing City		Tecumseh
Mailing Address Zip Code		66542-
Authorized Representative of the District Name		Stacey Bell
Authorized Representative of the District Position or Title		Secondary Curriculum Director
Authorized Representative of the District Email Address		bells@usd450.net
Authorized Representative of the District Phone Number		+17857305030
Would you like to additional district representatives to the application?		No
Please paste a direct link of your school district's safe return plan that is posted on your website.		https://shawneeheightsks.sites.thrillshare.com/page/covid-mitigation-information

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

For our ESSER III funding, we are using this money primarily to add additional staff to meet the needs of those students impacted the most over the last two school years due to COVID. By doing this, we will also be able to spread our elementary students with 3 feet of social distancing in most cases by reducing class sizes in a couple of grades as recommended by the CDC. These students are not yet eligible for the vaccine so having smaller class sizes will provide added safety measures in addition to the extra academic support the students will receive. We will continue many of our safety measures recommended by the CDC such as spacing students out during lunch, regular/frequent hand washing, signage etc. In addition, we are adding 2 custodians for the upcoming year to help with the higher demands of cleaning protocols due to all students being in the buildings daily.

Engage in Meaningful Consultation with Stakeholders

Students

During our 2021 summer school, principals and teachers asked students for feedback on our summer school programming and what we could do to improve on it for the future summers. Students who attend summer school but were active in sports reported that summer school was held at the same time as sport camps and activities. They had to choose between the two. This is information we will consider as we build our future summer schools. Students reported that they liked getting to know their future teachers and getting familiar with new building if they were in a transition year (i.e. 6th graders moving up to 7th grade did summer school in the middle school). Knowing that they liked working with future teachers will guide our placement of students with summer school staff for the following summers.

Families reported that having transportation to summer school as an option was helpful. Homeless families reported that they would not have been able to attend summer school had it not been for the provided transportation.

Other ways we have engaged students for their opinions:

We have students on our District Advisory Council (DAC). These students represent student leadership teams within the school. The ESSER Plan was developed with input from the DAC as well as presented after it was submitted for approval. Students reported that they would like the ability to have after school tutoring which we added into our plan. We also have had several students come express their opinions on the impact of COVID to our school board members during public comment portion of the Board Meetings. They mentioned that there is a need for students to be in school full time because their academics were suffering. Many students reported that they needed the specific guidance of their teachers rather than working alone on school work and waiting for email responses for help when they were stuck.

In addition, we administered a district wellness survey to our students quarterly during the 2020-2021 and the 2021-2022 school year. Results of this survey indicated that 84.2% of our students were excited to be at school and overall things were going well for them. 2.8% of our students reported that they were having trouble sleeping, eating, having fun and working due to stress. Our mental health team is working with these students to see what resources they may need in order to address their stress. As a response to survey results, we added a summer school rotation that promoted team building, positive relationships and social interactions to help students have positive outlets for their stress.

Families

Throughout last year, principals worked with their SITE Councils to communicate our COVID response plans as well as solicit feedback from them. We received feedback about our plans for summer school for not only the 2021 summer but also summer school options in the future. They were appreciative of the bussing for summer school, which has not previously been an option for our summer school in the past.

In addition, we worked with our District Advisory Council (DAC) to communicate our COVID response plans as well as solicit feedback from them. The DAC is made up of two parents from each building in our district, a rep from our local teacher union, the elementary and secondary curriculum directors and the Superintendent. The parents are representatives from their building SITE Councils and building PTO's and are liaisons of information from and to the DAC. During these meetings, we discussed the needs for working with at-risk students during the school year as well as for the summer and our plans for working with students that were struggling to learn to read in the primary grades. They strongly felt that we didn't have enough options for students wanting and or needing summer school. As a result, we expanded our summer school offerings to the largest capacity possible (500 students) based on available staff. We will continue to use this feedback as we build our upcoming summer schools for the next three summers.

Since the beginning of the pandemic, we have surveyed families about their comfort for the different learning scenarios, as well as their access to technology. Many parents reported they wanted their students to get back in school 5 days a week. As we transitioned to get as many students back into the buildings 5-days a week, we realized that some changes would need to be made in course offerings in our middle school and high school to accommodate the safety protocols necessary to keep students safe. We surveyed families again to see which options they preferred or were not willing to give up. For example, families were asked if they were willing to allow their students to stay in one room all day and rotate teachers in order to prevent the mixing of students during the passing periods. This was something the families reported they were not in favor of. Another option was to limit the amount of elective classes they moved to. Parents were okay with this option. However, they were not interested in having their student repeat a previous elective in order to make that happen. Over 90% of our parents reported that their over-arching concern was in regard to the loss of learning at the elementary level. To address this, we added teachers to key grade levels where data showed COVID caused the most damage to students' ability to read. We also designed our elementary summer school to expand K-6 instead of prior practice of K-3. At the high school level, parent concern was more about failing grades and lack of credits. To address this concern, we added an additional at-risk teacher at the high school to increase our capacity to work with student for credit recovery, and we designed our summer school at the high school in a way that allowed for tutoring and credit recovery. We will continue this for the next 3 years at least.

In 20-21, 150 families reported to the administrators, counselors, and/or teachers that their children didn't have access to internet at home. As a result, we provided those families with a hotspot that they could use during the school year while in remote or quarantined status. Based on the feedback we received from families, we continued that practice into the 21-22 school year for any students in need whether or not they were quarantined.

Lastly, families were invited to participate in our Back-to-School Task Force in the summer of 2020. We had approximately 75 people participate in the Task Force. The Task Force was divided up into sub-committees. Some of those sub-committees continued to meet during the 20-21 school year, summer of 2021, and the 21-22 school year. We use these committees for ideas, feedback, and suggestions about how we continually navigate addressing lost learning and helping students excel in future learning.

School and District Administrators including Special Education Administration

Throughout last year, our School and District Administrators met at least twice a month during the school year, 3 days at the end of the school year and 1 day so far at the beginning of the year to discuss our COVID response plan. We discussed the need for more support of students and their emotional-well being. Based on the feedback throughout the year, we decided to spend a bulk of our ESSER III funding on a few key positions to provide better supports for students.

For example, the students were struggling emotionally and behaviorally. So we hired two Deans of Students to work with these students, their teachers, and their parents to identify the root cause of their behaviors and help put behavioral supports in place to help them be more successful in our elementary schools. Principals were just not able to take these steps to the degree that was truly needed. Behaviors escalated significantly as all of the students came back to school.

Another area was specific grades that were much lower in reading scores based on our data. The admin team decided to add 4 additional classroom teachers in those grade levels to reduce class size. The smaller class size allowed teachers to provide more individualized instruction of those students to recover lost learning.

School administrators reported that they were unable to cover all of the student supervision required by safety protocols, and requested a teacher aide at the four elementary buildings. We incorporated these positions into our ESSER plan.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Principals met with teachers during staff meetings throughout the year to give updates and gain input on our COVID response plan. Our district also sent out communication on how we planned to spend our ESSER funds and the reasons behind those expenditures. Teachers and staff had the opportunity to give feedback to principals and their District Leadership representatives so that the DLT could discuss the plan and provide input.

Our District Leadership Team (DLT) is made up of classroom teachers, instructional coaches, building administration, and district directors, Associate Superintendent, and Superintendent. The DLT met several times through the school year and once before summer started to go over our COVID response plan and offer suggestions. One of the outcomes from this group was the need for an additional teacher aide in each building to help with student supervision so that teachers could collaborate with each other. This collaboration is vital so that teachers can support each other in the event that they are sick or have to quarantine. This request was aligned with the request from the admin group mentioned previously.

Our Superintendent and Associate Superintendent worked with representatives from our local teacher union to look at the added staff positions and our plans for these positions moving forward. The teacher union requested staff bonuses and our district considered the request but didn't offer any type of bonus because we chose to spend our funds on direct services with students.

Tribes

We called the office KU's Indigenous Studies. They are not currently conducting or have conducted any research on the impact COVID has had on the education of indigenous students and had no feedback to provide us. (indigenous@ku.edu, 785-864-2660).

We looked at the resource provided by KSDE which linked us to KSU's KANAE. Their primary focus education foci includes removing mascots and branding from schools and their recommendations for classroom practices around holidays such as Thanksgiving and Halloween. (<https://coe.ksu.edu/collaborations/partnerships/kanae/>)

We then called Chris Howell, Executive Director/Tribal Liaison at 785-296-1904 out of office for Native American Affairs through the Kansas Governor's Office (http://www.knaa.ks.gov/About_the_Director.htm). He confirmed that Shawnee County has no active tribes. He stated that he was concerned about this specific requirement and that there is a clear

misunderstanding of how tribal government works. He stated that the way to get any of this information is to contact the specific tribes in our area, (if we had one) and talk to them. Since we do not have one, he said that there wasn't anyone he would recommend we talk to. We were his second call about this topic and again expressed his concern for why districts would contact him. He alluded that this requirement is offensive.

Civil Rights Organizations including Disability Rights Organizations

Throughout the year and summer, the district worked closely with the following organizations: Families Together, Family Service and Guidance, and Community Action Head Start. We asked these organizations how we can better serve our students in special populations during the school year as well as over the summer. In talking with Family Service and Guidance about our mental health services we currently provide through their partnership, it was determined that our students would benefit from additional access to mental health services. We worked with Family Service and Guidance to increase time for our FSG on-site therapist. In addition, we planned for adding an additional social worker through our ESSER funds so that each building had a dedicated full-time social worker to work with students PreK-12.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

For students with disabilities, due to multiple parents that represent students with disabilities that attend our DAC meeting, we were able to use that council as a sounding board for our ideas about serving students with disabilities. For example, one of the ideas that came out of the DAC, was providing special education teachers, SLP's and kindergarten teachers with clear face shields so that students learning their sounds could see how the teacher forms their mouth to produce the sounds. Another concern that the parents had around special education was that students with IEP's or 504's were not getting as much benefit from remote services compared to in-person services. As a result, we made sure to invite our sped and 504 students to summer school to provide them extra educational support to help them maintain progress.

We contacted our homeless families through individual phone calls, emails, and texts. Their immediate need was transportation to get to school and school activities, and summer school. During the 2020-2021 school year, we were not able to bus all students to school as in previous years due to social distancing requirements. We worked together with all homeless families to make sure they had transportation.

For English learners, we reached out to them through Parent Teacher Conferences. Their main concern was making sure they are up to date with information. Many families needed the district communication translated into Spanish so we worked with families to make sure they had access to information in their native language.

Underserved students - Teachers/Principals identified and contacted the families of at-risk students to see if they needed summer school or daycare services over the summer. Many families were interested in summer school but had no way to get their kids to the school. Other families were interested in summer school but needed a place for them to go during the day outside of the summer school hours. Therefore, we selected our high-density poverty school to house our summer school to better meet the needs of our low-income families. Boys and Girls Club provided day care in the summer for those families. We also provided breakfast and lunch all year and summer. In addition, we provided transportation so that students could attend Boys and Girls Club and summer school.

We do not have any incarcerated students. If one of our students becomes incarcerated, they are dropped and then enrolled in USD 501, which serves our incarcerated students.

Provide the Public the Opportunity to provide input and take such input into account.

We frequently put on our School Board of Education Agenda a communication time to update the BOE and public on our COVID response plan and how we spent and plan to spend all of our ESSER I, II, and III monies. These meetings are streamed LIVE so that all of our public has the opportunity to hear our plans. They also have time during the public comment portion of our BOE meetings to give feedback on our COVID response plan as well as how we are spending our ESSER I, II, and III monies. We take the feedback provided by the public comment as well as feedback provided through email to the BOE and/or the Superintendent and consider that information in decision making. Most of the feedback we receive from the

public is in regards to the mask mandates and students not being in school full time last year. We will continue to keep the public informed through periodic updates to our ESSER plan for spending through our BOE meetings throughout the duration of the funding timeframe. A one-page document about past ESSER funding expenditures as well as future ESSER funding expenditures through the remainder of the allowable time-frames is posted on our website (<https://shawneeheightsks.sites.thrillshare.com/page/covid-mitigation-information>) for all stakeholders to view. Publication of this document and its location was announced at our BOE meeting as well. At the end of each school year, we will update the one-page document to reflect any changes.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our current third graders (21-22) were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our remote students, some of them did well and others really learn better in person but weren't allowed to come on campus due to health conditions or concerns.

For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate. Close monitoring of their progress will be required. Students with disabilities also really struggled over all. Our staff did the best they could to continue services and we will need to offer after school tutoring during 2021-2022 to help them gain momentum on making progress towards their goals.

As we move forward through the next three years, we have plans to use the ESSER III money to continue to pay for interventions and staffing we put in place in 2020-2021 with previous rounds of money. We will continue to monitor the data of the identified special populations and make adjustments as needed moving forward.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with

all Federal, State, and local requirements.

K. 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 children with disabilities, which may include assistive technology or adaptive equipment.

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

M. 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.

N. 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; and
- d. tracking student attendance and improving student engagement in distance education.

O. 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.

P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 450 will spend 20% of the ESSER III money to target specific interventions in each of our 6 buildings throughout the school year as well as during the summers. Our plan will be offer after school tutoring programing in each building for the next three school years for those students that can stay after school. In addition, we will offer summer school for the next three summers K-8. During these structured times, the focus will be on reading primarily as we continue instruction with our approved reading curriculum and tiered intervention materials. To address those students that have significant learning loss but can't participate in after school tutoring or summer school, we will use some of this funding to pay for an at-risk teacher at the high school to work with students needing credit recovery. At our elementary buildings, we will use this funding to pay for 4 instructional interventionists to work with small groups of students in tiered interventions. The 4 instructional interventionists use Wilson Language materials for targeted reading instruction.

We will keep track of 20% spending for the following to target learning loss:

(for those students that can attend after school tutoring or summer school)

Payroll for summer school staff based on student need, student availability, and staff interest to teach summer school.

Payroll for teachers to provide after school tutoring as needed for specific student needs in each of the 6 buildings.

(for those that need targeted intervention during the day)

Payroll for 1 at-risk teacher to provide tutoring and credit recovery assistance at the high school

Payroll for 4 Interventionists - targeted Reading/Math Tiered Intervention for struggling students.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining money will primarily be spent in the following ways:

Curriculum Materials - we will use this to purchase any curriculum materials we might need to support the specific needs of our students identified in our MTSS model as struggling and needing targeted intervention.

HotSpot Monthly Service and replacement of hardware - As a result of the pandemic, we are aware of approximately 150 families that do not have reliable internet in their homes. The district used previous ESSER funds to pay the monthly service fees so that families can use this for students at home due to sickness or quarantines. It also allows them to do homework at home and come to school more prepared to learn.

PPE - continued expense as needed based on level of transmission for staff and students.

Payroll for 4 new classroom teachers for specific grades in buildings with the greatest need based on reading data. This will also help us spread out students to get close to 3 ft social distancing for our elementary students not eligible for the vaccine.

Payroll for 4 teacher aides - to help with intervention and supervision of students while classroom teachers are providing intervention.

Payroll for 2 Dean of Students - to support students with their social/emotional, academic, and behavioral needs.

*Payroll for 1 IT assist to help with the increased use of devices so all students can have 1:1 in case of quarantines or illness.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In order to identify students most impacted by COVID, we used a rubric at the elementary level and K-12 SPED to determine which students would most benefit from summer school in 2021.

We are monitoring FastBridge data in the areas of reading, math, and social emotional wellness (SABERS). We put together a database to keep track of who received summer school, who is receiving tiered interventions, which interventions they are receiving and what progress they are making. We have also identified students with ELL plans, IEP's and 504's and other at-risk characteristics such as homelessness, foster care, etc. so that we can monitor their progress as well through progress reports, student check-ins, etc. Grade level or department meetings are held frequently to discuss progress monitoring of students and adjustments to instruction can be made in a timely fashion. Through training, observations, coaching and feedback from instructional coaches and administrators, we will monitor use of our approved curriculum when working with students in after school programs, tiered interventions, and in our summer school programming. We will continue to provide professional development as needed through our instructional coaching model as well as scheduled inservice days.

Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental

Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacey L. Bell

Date | 08/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
450	Shawnee H	2/1/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
450-1-001	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Curriculum Materials for students for classrooms that were added to work with grade levels hardest hit based on reading data. This would also be used to provide specific interventions to struggling and/or at risk students through our MTSS model.	\$ 116,850		\$ 1,969	\$ 57,441	\$ 57,441	40550	
450-1-002	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As a result of the pandemic, we are now aware of families that do not have access to reliable internet. We purchased 150 hotspots for those students. This money would be used to continue the monthly service fee along with IT supplies such as replacement cords etc.	\$ 100,000			\$ 50,000	\$ 50,000	40554	
450-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This would be for salaries for staff to facilitate 2021 (Partial), 2022, 2023, and 2024 Summer School Sessions for our K-8. This would be expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 324,784		\$ 154,784	\$ 85,000	\$ 85,000	40552	
450-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	This would be for salaries for staff to facilitate after school tutoring that don't currently offer. The purpose this tutoring would target vulnerable populations to help them get back on track with their academics.	\$ 195,000		\$ 65,000	\$ 65,000	\$ 65,000	40552	
450-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Interventionists, 4 Classroom Teachers/ 1 At-risk teacher and 2 Dean of Students to work with targeted populations of students. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$1,381,349		\$ 87,085	\$ 647,132	\$ 647,132	40552	
450-1-006	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance for our hires - As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Interventionists, 4 Classroom Teachers/ 1 At-risk teacher and 2 Dean of Students to work with targeted populations of students. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 114,950			\$ 57,475	\$ 57,475	40552	
450-1-007	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	This would be for Social Security for staff to facilitate 2021 (Partial), 2022, 2023, and 2024 Summer School Sessions for our K-8. This would be expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 20,137		\$ 9,597	\$ 5,270	\$ 5,270	40552	
450-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	This would be for Social Security for staff to facilitate after school tutoring that don't currently offer. The purpose this tutoring would target vulnerable populations to help them get back on track with their academics.	\$ 12,090		\$ 4,030	\$ 4,030	\$ 4,030	40552	

450-1-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for our hires - As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Interventionists, 4 Classroom Teachers/ 1 At-risk teacher and 2 Dean of Students to work with tageted populations of students. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 80,244			\$ 40,122	\$ 40,122	40552	
450-1-010	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	This would be for Medicare for staff to faciliate 2021 (Partial), 2022, 2023, and 2024 Summer School Sessions for our K-8. This would be expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 4,709		\$ 2,244	\$ 1,233	\$ 1,233	40552	
450-1-011	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	This would be for Medicare for staff to faciliate after school tutoring that don't currently offer. The purpose this tutoring would to target vulnerable populations to help them get back on track with their acedemics.	\$ 2,828		\$ 943	\$ 943	\$ 943	40552	
450-1-012	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for our hires - As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Interventionists, 4 Classroom Teachers/ 1 At-risk teacher and 2 Dean of Students to work with tageted populations of students. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 18,767			\$ 9,383	\$ 9,383	40552	
450-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	This would be for Unemployment for staff to faciliate 2021 (Partial), 2022, 2023, and 2024 Summer School Sessions for our K-8. This would be expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 325		\$ 155	\$ 85	\$ 85	40552	
450-1-014	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	This would be for Unemployment for staff to faciliate after school tutoring that don't currently offer. The purpose this tutoring would to target vulnerable populations to help them get back on track with their acedemics.	\$ 195		\$ 65	\$ 65	\$ 65	40552	
450-1-015	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for our hires - As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Interventionists, 4 Classroom Teachers/ 1 At-risk teacher and 2 Dean of Students to work with tageted populations of students. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 1,294			\$ 647	\$ 647	40552	
450-1-016	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This would be for salaries for classified staff to faciliate 2021 Summer School Sessions for our K-8. This was expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 635		\$ 635			40553	
450-1-017	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Teacher Aides in the Elementary Schools to work with tageted populations of students. Inaddition, we hired an Information Technology Assistant to help with the added 1-1 devices we now have. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 184,200			\$ 92,100	\$ 92,100	40553	

450-1-018	Eligible	Direct Allocation	Instruction		16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance: As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Teacher Aides in the Elementary Schools to work with targeted populations of students. In addition, we hired an Information Technology Assistant to help with the added 1-1 devices we now have. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 52,250			\$ 26,125	\$ 26,125	40553	
450-1-019	Eligible	Direct Allocation	Instruction		11A. Planning and implementing summer learning or enrichment programs	This would be for Social Security for classified staff to facilitate 2021 Summer School Sessions for our K-8. This was expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 39		\$ 39			40553	
450-1-020	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security:: As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Teacher Aides in the Elementary Schools to work with targeted populations of students. In addition, we hired an Information Technology Assistant to help with the added 1-1 devices we now have. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 11,420			\$ 5,710	\$ 5,710	40553	
450-1-021	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	This would be for Medicare for classified staff to facilitate 2021 Summer School Sessions for our K-8. This was expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 9		\$ 9			40553	
450-1-022	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare: As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Teacher Aides in the Elementary Schools to work with targeted populations of students. In addition, we hired an Information Technology Assistant to help with the added 1-1 devices we now have. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 2,671			\$ 1,335	\$ 1,335	40553	
450-1-023	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	This would be for Unemployment for classified staff to facilitate 2021 Summer School Sessions for our K-8. This was expanded compared to our traditional summer school we offered prior to the pandemic.	\$ 1		\$ 1			40553	
450-1-024	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment: As part of our response to our students academic, behavioral, and social emotional needs, we hired 4 Teacher Aides in the Elementary Schools to work with targeted populations of students. In addition, we hired an Information Technology Assistant to help with the added 1-1 devices we now have. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 184			\$ 92	\$ 92	40553	
450-1-025	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	As part of our response to the extra cleaning protocols, we hired 2 Custodians to not only help with the cleaning of the buildings but also to drive busses as needed in the event bus drivers are quarantined. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 139,476			\$ 69,738	\$ 69,738	40556	

450-1-026	Eligible	Direct Allocation	Maintenance of Buildings	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance: As part of our response to the extra cleaning protocols, we hired 2 Custodians to not only help with the cleaning of the buildings but also to drive busses as needed in the event bus drivers are quarantined. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 20,841			\$ 10,421	\$ 10,421	40556	
450-1-027	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security: As part of our response to the extra cleaning protocols, we hired 2 Custodians to not only help with the cleaning of the buildings but also to drive busses as needed in the event bus drivers are quarantined. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 8,648			\$ 4,324	\$ 4,324	40556	
450-1-028	Eligible	Direct Allocation	Maintenance of Buildings	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare: As part of our response to the extra cleaning protocols, we hired 2 Custodians to not only help with the cleaning of the buildings but also to drive busses as needed in the event bus drivers are quarantined. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 2,022			\$ 1,011	\$ 1,011	40556	
450-1-029	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment: As part of our response to the extra cleaning protocols, we hired 2 Custodians to not only help with the cleaning of the buildings but also to drive busses as needed in the event bus drivers are quarantined. Some of the FY 2022 payroll will come out of ESSER II as already approved.	\$ 139			\$ 70	\$ 70	40556	



Okdgnzmy

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 461 Neodesha

Applicant / Mailing Address

| 522 Wisconsin PO Box 88
| Neodesha, KS 66757

Applicant / First and Last Name of Owner, CEO, or Executive Director | Juanita Erickson

Applicant / Email Address of Owner, CEO, or Executive Director | jerickson@usd461.org

Applicant / Phone Number | 6203252610

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Neodesha

District Number | 461

Mailing Address | Street Address | 522 Wisconsin PO Box 88

Mailing | City | Neodesha

Mailing Address | Zip Code | 66757

Authorized Representative of the District | Juanita Erickson
Name

Authorized Representative of the District | Superintendent
Position or Title

Authorized Representative of the District | jerickson@usd461.org
Email Address

Authorized Representative of the District | +16203252610
Phone Number

Would you like to additional district
representatives to the application? | Yes

Other District Representative 1 | Email
Address | Jhinshaw@usd461.org

Other District Representative 2 | Email
Address | Mkelly@usd461.org

Please paste a direct link of your school
district's safe return plan that is posted on
your website. | https://www.neodesha.k12.ks.us/vimages/shared/vnews/stories/5d386b1545fe6/0123_00

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Neodesha Schools proposes to use its ESSER III funding to staff additional positions that are needed during the COVID-19 pandemic. We found out early on that an additional school nurse, lunch server, bus driver, and custodian are necessary due to the additional work needed in all areas to help meet students' needs. Substitutes in SE Kansas are hard to come by during a normal year, so we continue to hire a long-term substitute to help address this need in our buildings. The full-time counselor will help address the social-emotional needs of our students along with the Pre-K 3-year old classroom teacher. Our students are lacking the necessary experiences to start school so we are attempting to give our students a jump start to their education and the skills they are lacking due to the pandemic. We will continue to maintain technology upgrades with our 1:1 Chromebooks for our students in grades 1-12 and iPads for our students in Pre-K and Kindergarten. The additional technology position will help our district keep up with the increased needs of both staff and students. The Greenbush EDTECH Academy Services provides ongoing professional development for our staff. The Middle School and High School staff will review Social-Emotional materials and curriculum that help meet the needs of our students. To help close learning gaps that may have occurred as a result of the COVID-19 pandemic, MS/HS Summer Credit Recovery classes will be offered in 2022. Our Community in Schools liaison helps to provide mental health supports to our students and staff and follow-up with our parents and community. The allocated funding for our outdoor classrooms materials and PPE equipment and cleaning supplies are necessary materials that we need to purchase during this pandemic such as disposable masks for the Federal requirement to wear these on school buses. Greenbush Service Center has been instrumental in helping smaller school districts keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services to our staff and students during this pandemic.

Engage in Meaningful Consultation with Stakeholders

Students

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 2 students (3.8%) completed the survey. Students were also able to give input at the end of the school year 2021 and this input was taken into account for funding purposes.

Families

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 34 parents (64.2%) completed the survey. The parents who serve on our Site Council groups at Heller Elementary, North

Lawn Elementary, and Neodesha High School also gave input along with our end-of-the-school-year 2021 survey. The responses were taken into account for funding purposes.

School and District Administrators including Special Education Administration

District Leadership Team meetings are held once a month during the school year and during the summer as needed with the Director of Tri-County Special Education attending our meetings. During these monthly meetings, ESSER III funding was discussed and input given by all administrators. Principals and Directors reviewed the end-of-the-school-year 2021 survey and the ESSER III Stakeholder Input Survey with staff to be sure everyone was on the same page.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Professional Learning Community (ALL N time) meetings are held once a week on Wednesdays during the school year along with Tri-County Special Education staff attending our meetings. Our staff meets from 7:30-8:30 a.m. and students start school every Wednesday at 8:45 a.m. During these monthly meetings, ESSER funding was discussed and input was given by all staff. All staff reviewed the end-of-the-school-year 2021 survey and the ESSER III Stakeholder Input Survey to be sure everyone was on the same page. 21 (39.6%) staff/personnel completed the USD 461 Stakeholder Input Survey in August.

Tribes

There is a very small number of tribes in our school attendance area. If we were to separate this data out, our families would be identifiable. At this time, this data is included in the parents and community member sections on our USD 461 Stakeholder Input Survey.

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 34 parents (64.2%) completed the survey. The parents who serve on our Site Council groups at Heller Elementary, North Lawn Elementary, and Neodesha High School also gave input along with our end-of-the-school-year 2021 survey. The responses were taken into account for funding purposes.

22 (41/5%) Community Members completed the USD 461 Stakeholder Input Survey.

Civil Rights Organizations including Disability Rights Organizations

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 34 parents (64.2%) completed the survey. The parents who serve on our Site Council groups at Heller Elementary, North Lawn Elementary, and Neodesha High School also gave input along with our end-of-the-school-year 2021 survey. The responses were taken into account for funding purposes.

22 (41/5%) Community Members completed the USD 461 Stakeholder Input Survey.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 34 parents (64.2%) completed the survey. The parents who serve on our Site Council groups at Heller Elementary, North Lawn Elementary, and Neodesha High School also gave input along with our end-of-the-school-year 2021 survey. The responses were taken into account for funding purposes.

22 (41/5%) Community Members completed the USD 461 Stakeholder Input Survey.

Provide the Public the Opportunity to provide input and take such input into account.

A Google Survey was sent out on Facebook and through School Messenger in early August to get stakeholder input on our ESSER III plans and funding. 34 parents (64.2%) completed the survey. The parents who serve on our Site Council groups at Heller Elementary, North Lawn Elementary, and Neodesha High School also gave input along with our end-of-the-school-year 2021 survey. The responses were taken into account for funding purposes.

22 (41/5%) Community Members completed the USD 461 Stakeholder Input Survey.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the

district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 461 Neodesha started school in August on our original start date and we were in session each day during the 2020 - 2021 school year. We did have staff and students who had to quarantine, but we managed to keep educating our students the best we could given the situation. We had a small number of students who chose to do remote learning at the start of the 2020 school year, however, most of those students returned to school full time before the end of the school year. We continued to have our staff and students take precautions of wearing masks, washing hands, and using hand sanitizer on a regular basis. Our custodial staff has taken extra cleaning precautions along with our bus drivers and food service workers. Yes, we had students who were exposed to the COVID-19 virus who had to quarantine. We had classrooms that had to go to a modified quarantine, but our district never had to shut down or go remotely. We are proud that we were able to make the necessary adjustments to keep our students in school. As a district during the 2020 - 2021 school year, we had 30 staff members who tested positive and 61 students. We had 44 quarantined staff and 391 quarantined students. 6 classrooms were placed in a modified quarantine and 175 students in a modified quarantine. Positive persons were isolated for 10 days per the Wilson County Health Department protocol. Quarantined individuals had varied exposure but generally, from relatives, unless the whole class was quarantined. Some students and staff were quarantined more than once during the 2020 - 2021 school year.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 461 Neodesha will have an MS/HS Summer Credit Recovery during the summer of 2022 for approximately 20-30 students and 5 staff members. We plan to use the online platform of Edegunity to help students make up credits that they did not pass during the 2021-2022 school year. USD 461 has not had a Summer Credit Recovery program for students in quite some time. This will benefit our MS/HS students who need the additional time to retake classes or catch up on classes to receive their diplomas.

USD 461 Neodesha elementary schools (Heller and North Lawn Elementary) have a 21st Century Grant for an after-school program which also runs the month of June for a summer learning experience for those students who qualify and meet the grant specifications.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 461 hired an additional school nurse to develop and implement procedures and systems to improve the preparedness and response efforts of local educational agencies.

USD 461 hired an additional lunch person at Neodesha High School to assist with serving and preparing of school lunches. This person will assist with other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ an existing staff of the LEA.

USD 461 hired an additional bus driver to help maintain the operation of and continuity of services in local educational agencies and continuing to employ an existing staff of the LEA.

USD 461 hired an additional custodian to help maintain the operation of and continuity of services in local educational agencies and continuing to employ an existing staff of the LEA.

USD 461 hired a long-term substitute teacher for the district to help maintain the operation of and continuity of services in local educational agencies and continuing to employ an existing staff of the LEA.

USD 461 hired an additional Pre-K teacher for a 3-Year-Old Classroom that will address the unique needs of low-income children. An additional Para will be hired for the 3-Year-Old Classroom to address the unique needs of low-income children.

USD 461 Neodesha has hired a Greenbush Specialist in Literacy and Instruction for professional development and training of all staff. She will help address the needs of special populations in each of our buildings.

USD 461 Neodesha will provide Chromebook upgrades by purchasing educational technology for students served.

USD 461 hired an additional Technology position for Heller and North Lawn to assist with other activities that are necessary to maintain the operation of and continuity of services in the local educational agencies and continuing to employ an existing staff of the LEA.

USD 461 will purchase supplies and PPE equipment to sanitize and clean the facilities of the local educational agency, including buildings operated by such agencies during a pandemic.

Greenbush EDTECH Academy Services will be for planning and implementing activities for student learning and virtual learning experiences during a pandemic.

Greenbush Service Center School Improvement Services planning and implementing activities for students learning and virtual learning during a pandemic.

Premium Pay for all staff will be used as a one-time payment during the 2022-2023 and the 2023-2024 school years for staff retention. This is for other activities that are necessary to maintain the operation of continuity of services in the local educational agencies and continuing to employ all existing staff of the LEA in Neodesha USD 461 schools during the pandemic.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students

from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

A full-time counselor at North Lawn Elementary will be hired to address the social/emotional needs of our students and staff and provide mental health supports and services.

Social-Emotional materials and curriculum will be reviewed and adopted for the Middle School/High School during the 2021-2022 school year. Additional materials may be purchased by the elementary schools as well depending on budget amounts.

Community in Schools liaison will be in schools to help provide mental health services & supports to students and families in our community.

Greenbush Crisis prevention & Response Services plan to be used to help with mental health services and supports.

Greenbush Environmental Compliance Consortium will be used to help with mental health services and supports.

Outdoor classrooms and materials will continue to be developed and implement procedures and systems to improve the preparedness and response efforts of local educational agencies for USD 461 Neodesha.

Greenbush Student Enrichment Services will assist with planning and implementing activities for classroom and remote learning if needed.

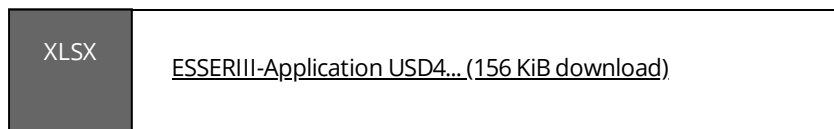
Notes on ESSER III application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of

stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Juanita Erickson

Date | 08/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
461	Neodesha	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
461-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional nurse due to quarantine guidelines and tracking and overall health and safety of the students and staff.	\$ 116,000	\$ -	\$ -	\$ 57,000	\$ 59,000	06-2100-110	
461-1-002	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Food Service employee due to different packaging and distribution of food.	\$ 39,000			\$ 19,000	\$ 20,000	24-3100-120	Applicant responded via email: 1 food service person was added for the 2021-2022 school year to help with additional packaging of food required for added safety requirements after COVID. With free meals being provided to all students, additional help was needed to serve breakfast and lunch in our facilities.
461-1-003	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional bus route due to spacing of students and additional cleaning requirements.	\$ 37,000			\$ 18,000	\$ 19,000	06-2710-120	
461-1-004	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional custodian due to additional cleaning requirements.	\$ 58,000			\$ 28,000	\$ 30,000	08-2600-121	
461-1-005	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Full time sub to ensure coverage due to additional teachers out for quarantine or overall additional sick leave due to pandemic	\$ 102,000			\$ 50,000	\$ 52,000	06-1000-115	
461-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Addition PreK teacher to have an additional classroom to address the unique needs of low-income children	\$ 102,000			\$ 50,000	\$ 52,000	06-1000-110	Applicant responded via email: We no longer have Head Start in our school building highly due to the differing requirements of COVID protocols. Head Start is no longer available in our town, so an additional PreK classroom was created to take in those 3-year old and 4-year olds. This allowed us to keep class sizes small with minimal learning loss occurring with our PreK students during the pandemic.

461-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional PreK para to assist in the additional PreK classroom.	\$ 50,000			\$ 24,000	\$ 26,000	06-1000-120	Applicant responded via email: We no longer have Head Start in our school building highly due to the differing requirements of COVID protocols. Head Start is no longer available in our town, so an additional PreK classroom was created to take in those 3-year old and 4-year olds. This allowed us to keep class sizes small with minimal learning loss occurring with our PreK students during the pandemic. The Para allows one on one time with Tier 2 and Tier 3 students according to the multi-tier systems of support services.
461-1-008	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional counselor/social worker at North Lawn to address social/emotional needs.	\$ 102,000			\$ 50,000	\$ 52,000	06-2100-110	Applicant responded via email: In previous years, a school counselor was divided between two schools to provide support. Due to rising social and emotional concerns, an additional counselor was added so they did not have to travel and possibly cross contaminate schools. The social-emotional needs during this pandemic has grown.
461-1-009	Eligible	Direct Allocation	Support Services Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology upgrades for Chromebooks	\$ 40,000			\$ 20,000	\$ 20,000	08-2200-730	Applicant responded via email: Due to the increased use of technology during COVID, This will provide 60 Chromebooks, one grade level, to replace the wear and tear of the devices traveling to and from home. This will keep the technology up to date.
461-1-010	Eligible	Direct Allocation	Support Services Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional tech position for elementary schools due to 1:1 device throughout district	\$ 86,000			\$ 42,000	\$ 44,000	08-2200-120	Applicant responded via email: In order to prevent the spread of Covid, the district grew its technical capacity to 1:1 with iPads and Chromebooks PreK through Grade 12. The district has over 720 students and 160 staff members, and the current technology staffing will not meet district needs. The technology position will support students and staff allowing for the ongoing prevention of Covid spread and the enhanced technological education opportunity to address student preparation and learning loss.
461-1-011	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Additional cleaning supplies & PPE equipment	\$ 40,000			\$ 20,000	\$ 20,000	08-2600-610	
461-1-012	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	10. Providing mental health services and supports	Social Emotional materials/curriculum for services and support	\$ 40,000			\$ 20,000	\$ 20,000	06-2100-600	Applicant responded via email: Isolation due to COVID has possibly been part of the cause of recent suicides in our community, both student-age and in adults. These funds would be used to purchase items our counselors can use to reach the students.
461-1-013	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Middle School / High School Summer Credit recovery	\$ 20,000			\$ 10,000	\$ 10,000	06-1000-110	Applicant responded via email: MS/HS will run the month of June for any MS/HS student who receives an 'F'. We anticipate approximately 20 students and 4 staff members to participate. The program will run from 8 am to 1 pm at Neodesha MS/HS this will allow students minimal learning loss as a result of the COVID 19 pandemic.
461-1-014	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Greenbush Specialist in literacy and instruction - Professional Development & Training (Janet Rehmer) to address the needs of special populations.	\$ 90,000			\$ 45,000	\$ 45,000	06-1000-300	Applicant responded via email: A Greenbush Specialist will train our staff to address the needs of students who have experienced learning loss and need different strategies to catch up to their peers. She teaches specific strategies for Tier 2 and Tier 3 students according to the multi-tier systems of support services (MTSS).

461-1-015	Eligible	Direct Allocation	Support Services (Students)	Intereducational, Interagency Purchased Services	10. Providing mental health services and supports	Community in Schools (Miranda Carpenter) for mental health services and support	\$ 180,000			\$ 90,000	\$ 90,000	06-2100-590	Applicant responded via email: Our school district received a two-year grant for a reduced rate for Community In Schools in our district. The grant expires at the end of the 2021-2022 school year. It has been a wonderful addition to the community and school as she reaches out to families in need including special needs, homeless, or low-income, and provides additional communication and assistance as needed. She conducts well checks with students and staff who are on quarantine to ensure that have what they need to continue their education to avoid learning loss.
461-1-016	Eligible	Direct Allocation	Instruction	Equipment	5. Procedures and systems to improve LEA preparedness and response efforts	Outdoor classroom materials to develop and implement procedures and systems to improve the preparedness and response efforts of local education agencies	\$ 33,000			\$ 30,000	\$ 3,000	08-1000-730	Applicant responded via email: Additional seating, tables, and shade coverings at all three buildings for teachers to take their students outside to provide social distancing while teaching. Capital Improvement documentation required
461-1-017	Eligible	Direct Allocation	Instruction	Equipment	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech allows the district to plan impement activies related to COVID-19.	\$ 1,500			\$ 700	\$ 800	06-1000-800	CommonApp Narrative:The Greenbush EDTECH Academy Services provides ongoing professional development for our staff. ; Applicant provided additional information via email: EdTech continues the planning and learning or technology resources to help increase student achievement during the pandemic. Helps provide continued professional training of Google Classroom to staff. We purchased the Ed Tech Academy Services for the 2020-2021 school year to help our staff have just-in-time professional development for remote learning and online learning for our students. Since we were all remote in the Spring of 2020, everyone had to rely upon technology during the pandemic. This is an absolutely wonderful service for our teachers which in turn helps our students to learn more. This service helps us to meet each student's individual plans of study and allows staff and students the most up-to-date resources to ensure there is not a learning loss as a result of the pandemic.
461-1-018	Eligible	Direct Allocation	Support Services (Students)		10. Providing mental health services and supports	Crisis prevention and response will help the district be ready to handle difficult situations as they occur.	\$ 4,500			\$ 2,200	\$ 2,300	06-2100-800	Applicant responded via email: Crisis prevention ties into the social/emotional needs that have increased during the pandemic. The counselors are able to collaborate with neighboring communities and participate in crisis-related education and support.
461-1-019	Eligible	Direct Allocation	Operation & Maintenance of Plant	Debt Service & Miscellaneous	10. Providing mental health services and supports	Environment compliance consortium ensures a safe and healthful school environment including indoor quality testing, asbestos inspections, playground safety inspections, etc.	\$ 4,800			\$ 2,350	\$ 2,450	08-2600-800	Applicant responded via email: COVID-19 protocols continue to change which leaves our maintenance director and transportation director on their toes to ensure we stay in compliance. This consortium provides the guidance they need.
461-1-020	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Student enrichment services standard will allow the district to prepare for remote learning.	\$ 20,100			\$ 10,000	\$ 10,100	08-1000-800	Applicant responded via email: The student enrichment services provide an interactive learning experience to students both virtually and on-site. This is imperative during COVID-19 as any time students or classrooms are quarantined.
461-1-021	Eligible	Direct Allocation	Instruction		15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium pay for all staff members of \$500 to be paid once during the 2022-2023 and 2023-2024 school years to show gratitude to all district employees who put their own health needs aside to keep our schools open to continue education.	\$ 160,000			\$ 80,000	\$ 80,000	06-1000-118	Applicant responded via email: The premium pay of \$500 will be given to all of the USD 461 employees, an estimate of 69 Certified and 78 Classified staff in September of 2022 and 2023.

Kansas CommonApp (2020)

1935-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



ynRqRBey

477_Ingalls_ESSER III Plan_August 3, 2021

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Ingalls USD 477

Applicant / Mailing Address

| P.O. Box 99
| Ingalls, KS 67853

Applicant / First and Last Name of Owner, CEO, or Executive Director | Randy Rockhold

Applicant / Email Address of Owner, CEO, or Executive Director | rrockhold@ingallsusd477.com

Applicant / Phone Number | 620-335-5136

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0697684

Applicant / Website Address (if applicable) | <https://www.ingallsusd477.com/>

Applicant / Mission Statement (if applicable)

Ingalls is committed to maintaining the core values of a small rural school with a family-like atmosphere. USD 477 utilizes relevant instruction and shared leadership to provide academic, social, emotional, and character education opportunities. This focus on the whole person enables all school community members to flourish. The Ingalls school community values the individual student, and strives to meet each and every need. Relationships, relevance, responsive culture, and rigor are our priority as we prepare every child for career, vocational, and college success. We will ensure students develop the academic skills, cognitive skills, technical skills, employability skills, civic responsibility, and character necessary to be productive citizens.

Applicant / Board Member List *(if applicable)*

DOCX	2020-21 Board Members.doc... (11 KiB download)
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Application details

Full District Name		Ingalls USD 477
District Number		477
Mailing Address Street Address		PO Box 99 / 100 Bulldog Drive
Mailing City		Ingalls
Mailing Address Zip Code		67853
Authorized Representative of the District Name		Randy Rockhold
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		rrockhold@ingallsusd477.com
Authorized Representative of the District Phone Number		+16203355136
Would you like to additional district representatives to the application?		No
Please paste a direct link of your school district's safe return plan that is posted on your website.		https://www.ingallsusd477.com/vnews/display.v/ART/60cb668cb6fc7

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Ingalls USD 477 will use ESSER III funds to provide premium pay to all staff members, fund the addition of eleven staff development days, and prioritize the social, emotional, physical and academic needs that have been impacted by the COVID pandemic.

Highly trained and qualified staff members are a key priority to ensure the needs of all school community members are met. USD 477 will provide all staff members with \$1,000.00 in premium pay to ensure we retain and attract highly qualified staff members. In addition, summer custodians will receive an additional \$700.00 of premium pay for the extensive burden the pandemic has placed upon them during the summer deep cleaning months.

Ingalls USD 477 added eleven additional staff development days to ensure staff members are adequately trained to meet the needs that have been exacerbated by the pandemic. The district will use ESSER III funds to pay staff members \$200.00 per day for the additional days added to the calendar. These days are necessary to ensure the instructional training needs are met, to provide time to collaborate and implement plans necessary to meet the needs of students, and to ensure adequate time is available for student assistance team planning for our most at-risk population. The primary goal of the staff development initiative is to prepare staff so they assist students in their effort to overcome the learning loss that occurred during the pandemic and to ensure support is present to address the social/emotional deficits that the pandemic created.

USD 477 has recaptured learning space, created office space, and reconfigured grade level groups to ensure physical distancing can be accommodated. Additional wash stations have been installed to enable hand washing every hour. This is done to reduce the spread of communicable diseases. All HVAC systems have been updated to ensure fresh air is adequate and new filtration systems have been installed to ensure the air quality is adequate to mitigate the risk of infectious disease. New cleaning protocols have been implemented to ensure high touch areas including desks are cleaned after every use, all learning and common spaces are deep cleaned daily, all buses are cleaned after every use, and practices are continually evaluated to ensure the district is using the best resources to maintain a healthy learning environment. Breakfast and lunch schedules have been modified to ensure physical distancing can be accommodated. Protocols are in place to ensure all students are screened before entering buses and school facilities, the district is working closely with KDHE and the Gray County Health Department to contact trace, quarantine, and isolate when needed. USD 477 has had four vaccination opportunities in conjunction with the health department and will continue to provide on campus vaccination opportunities throughout the year. The district strongly recommends wearing of masks and adapts policies as circumstance change within our school community.

USD 477 added a social worker to ensure the social/emotional needs of our students are met, have weekly mentoring to ensure all students are closely connected and monitored, have implemented a new student data dashboard to improve progress monitoring of students, survey students and patrons regularly so we can modify our plan to meet identified needs, and have an open door policy to ensure ongoing and continual communication is taking place.

Ingalls USD 477 is focused on being adaptive and progressive in our efforts to mitigate the impact of the COVID Pandemic.

Engage in Meaningful Consultation with Stakeholders

Students

Every student has a mentor that meets with them weekly. These meetings are documented and the student assistance team works to identify common issues that need to be addressed. Students take the Communities That Care Survey to identify areas of concern, students take a satisfaction survey twice per year, the Student Council is an active decision maker in our school, and every teacher is in ongoing communication with parents to ensure the needs of students are met.

Families

Ingalls USD 477 has implemented two enrollment opportunities to increase communication with families, we have an open house, parent workshops, and two student lead parent teacher conferences per year. The district surveys families twice per year and communicates via social media, a district wide messaging system, and because of our size we have meetings with every parent on a regular basis. Teachers are in continual contact with families to ensure the needs of students are being met. In addition, we have an active Site Council and BOE that advocates for all stakeholders in our district. Finally, the district has a COVID planning committee that meets four times per year.

School and District Administrators including Special Education Administration

The district administrative team meets weekly to debrief and plan. This is an ongoing and continual process. The special education administration meet monthly and are in continual and ongoing communication outside of these meetings. The result of this ongoing engagement is an effective COVID Mitigation Plan and ongoing updates to meet the ever changing need.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The district leadership team, which is representative of all staff members meets monthly to act as the oversight body for our school district. The elementary and MS/HS staff members meet twice per month to collaborate, strategic plan, and to engage in student assistance planning. All stakeholders are equally engaged in decision making and the process we have developed ensures equal representation and ongoing efforts to adjust and adapt to meet the needs of all school community members.

Tribes

The processes we have in place ensures every student is advocated for through mentoring weekly, all staff members have collaboration meetings twice per month, parents/patrons are communicated with on a regular basis through social media, school messaging, surveys, open houses, face to face meetings, and classroom teacher outreach. All stakeholders are actively engaged in the ongoing school improvement process.

Civil Rights Organizations including Disability Rights Organizations

All of our stakeholder groups have been identified above.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We have had individual meetings with all students and parents with a disability, all ESL students and parents, all foster families, migrant families, and have two students assistance team meetings per month for children who are underserved. All groups are in support of our efforts to meet the academic, social, and emotional needs of our students as well as our COVID mitigation plan.

Provide the Public the Opportunity to provide input and take such input into account.

We had parent teacher conferences in March of 2021, have had two enrollment dates in August, and have an open house on August 11th. This will ensure all members of our public have had an opportunity for input. The reopening plan has been posted on the district website and all parents have been notified via our district messaging system notifying them of the contents of our plan. USD 477 has 100% participation on parent conferences and any family that does not attend the open house is met with individually.

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The greatest impact on USD 477 students has been related to social and emotional well-being. Ingalls USD 477 administered the Communities That Care Survey to 6th, 8th, 10th, & 12th grade students. The survey results identified that 47.8% of our 6-12th grade students identified as being so hopeless or sad that they stopped doing usual activities. According to survey data this behavior lasted for two weeks or more. The Kansas average was substantially lower at 31.6%. Communities That Care Survey data identified that 21.7% of our students seriously thought about killing themselves, and 17.4% of our students made a plan for how they would kill themselves. In addition, 13% of our students identified that they had tried to kill themselves. The data was consistent among all demographics within our district and extremely alarming to our school community.

Student benchmarking and state assessment data identified minimal learning loss from K-4th grade as well as 9th-12th grade students. All data sources identify a clear deficit in learning progression for 5th-8th grade students. The COVID pandemic significantly impacted learning loss for middle school students at Ingalls USD 477.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A

local educational agency that receives funds under this section—

- A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- B. Any activity authorized by the Individuals with Disabilities Education Act.
- C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- E. 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.
- F. 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.
- G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- J. 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 and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- K. 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 children with disabilities, which may include assistive technology or adaptive equipment.
- L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- M. 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.
- N. 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; and
 - d. tracking student attendance and improving student engagement in distance education.
- O. 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.
- P. 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.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

R. Other 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 funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Ingalls USD 477 has Monday school opportunities for students who are not proficient as well as students who wish to accelerate. Any student who does not prove mastery of all content area standards attends summer school to gain mastery each year. All students have mentoring weekly and self-directed learning support on a daily basis. Students who wish to have additional assistance or who are identified as at-risk are provided after school assistance daily or as needed.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

A portion of the remaining ESSER funds will be used to provide premium pay to staff members. This is a priority in our effort to retain and attract highly qualified staff members. USD 477 added eleven additional staff development days to ensure our staff members are prepared to meet the growing need that has developed due to the pandemic. These staff development days will be used for instructional training, collaboration/implementation planning, and student assistance team planning. Ingalls will use a portion of the ESSER funds to pay staff \$200 per day to attend these staff development opportunities. USD 477 has hired an additional social worker to meet the increase social/emotional need among our students. A portion of the ESSER III funds will be used to pay the salary of the social worker.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

All students are progress monitored four times per year and at-risk students are progress monitored weekly. The districts is implementing a new data dashboard that will enhance our ability to keep all stakeholders informed. All staff members will be engaged in building level planning and implementation twice per month, all staff members will be involved with student assistance planning twice per month, and all staff members will be engage in staff development twice per month. These efforts are being implemented to ensure the individual needs of students are met. All staff members will be involved in data analysis twice per month, and on an individual basis daily. All students are mentored weekly to ensure their individual needs are advocated and to ensure they are socially, emotionally, and academically successful. Parents are engaged in learning opportunities throughout the year, have parent teacher conferences twice per year, and are contacted on a regular basis by classroom teachers.

Notes on ESSER III application Excel template:

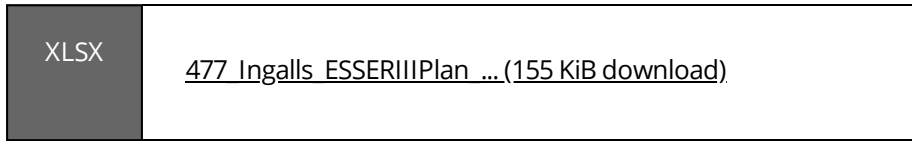
- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER III application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation, ESSER III, and ESSER III True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on

districts.

Please download and complete the ESSER III application template

<https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx>

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before

making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Randy Rockhold

Date | 08/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
477	Ingalls	2/1/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
477-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Ingalls USD 477 added 11 staff development days to ensure certified staff members are adequately trained to meet the social, emotional, character, physical, and academic needs of all students. The district will use ESSER III funds to pay each staff member \$200 per day to attend the additional staff development opportunities. Learning loss and social emotional well-being will be the priority of the staff development training.	\$ 87,000		\$ 40,800	\$ 46,200		41-1000-111	
477-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to all full-time teachers in an effort to attract and retain highly qualified teachers.	\$ 20,000		\$ 20,000			41-1000-111	
477-1-003	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Ingalls USD 477 added 11 staff development days to ensure certified staff members are adequately trained to meet the social, emotional, character, physical, and academic needs of all students. The district will use ESSER III funds to pay each counselor \$200 per day to attend the additional staff development opportunities. Learning loss and social emotional well-being will be the priority of the staff development training.	\$ 8,000	\$ 4,000	\$ 4,000			41-2122-111	KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.
477-1-004	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Ingalls USD 477 will provide \$1,000.00 of premium to all full-time counselors in an effort to attract and retain highly qualified counselors.	\$ 2,000		\$ 2,000			41-2122-111	
477-1-005	Eligible	Direct Allocation	Improvement of Instruction Services	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Ingalls USD 477 will provide \$1,000.00 of premium to all full-time paras in an effort to attract and retain highly qualified counselors.	\$ 9,000		\$ 9,000			41-2210-121	
477-1-006	Eligible	Direct Allocation	Social Work Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Ingalls USD 477 added a social worker to provided needed social and emotional support to students who have been adversely impacted by the COVID pandemic. The district will use ESSER III funds to pay a portion of the salary during the 2022-23 and 2023-24 academic year.	\$ 37,194		\$ 30,913	\$ 6,281		41-2113-121	
477-1-007	Eligible	Direct Allocation	Systems Operations	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to all full-time secretaries in an effort to attract and retain highly qualified secretaries.	\$ 2,000		\$ 2,000			41-2235-121	
477-1-008	Eligible	Direct Allocation	Board Secretary/Clerk Services	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to board clerk in an effort to retain our highly qualified clerk.	\$ 1,000		\$ 1,000			41-2312-121	
477-1-009	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to superintendent in an effort to retain our highly qualified superintendent.	\$ 1,000		\$ 1,000			41-2321-111	

477-1-010	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Ingalls USD 477 added 11 staff development days to ensure certified staff members are adequately trained to meet the social, emotional, character, physical, and academic needs of all students. The district will use ESSER III funds to pay the superintendent \$200 per day to attend the additional staff development opportunities. Learning loss and social emotional well-being will be the priority of the staff development training.	\$ 4,200		\$ 2,000	\$ 2,200		41-2321-111	
477-1-011	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Ingalls USD 477 added 11 staff development days to ensure certified staff members are adequately trained to meet the social, emotional, character, physical, and academic needs of all students. The district will use ESSER III funds to pay the building principal \$200 per day to attend the additional staff development opportunities. Learning loss and social emotional well-being will be the priority of the staff development training.	\$ 4,200		\$ 2,000	\$ 2,200		41-2410-111	
477-1-012	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to building principal in an effort to retain our highly qualified principal.	\$ 1,000			\$ 1,000		41-2410-111	
477-1-013	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to all custodians in an effort to retain our highly qualified custodians. The district will also provide \$700.00 in premium pay during the summer to compensate the summer custodial staff for the additional demands the COVID pandemic has necessitated.	\$ 7,800		\$ 2,800	\$ 5,000		41-2610-121	
477-1-014	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to transportation maintenance staff member in an effort to retain our highly qualified maintenance person.	\$ 1,000			\$ 1,000		41-2730-121	
477-1-015	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Ingalls USD 477 will provide \$1,000.00 of premium to each cook in an effort to retain our highly qualified cooks.	\$ 2,000			\$ 2,000		41-3120-121	