<table>
<thead>
<tr>
<th>Request ID</th>
<th>Eligibility</th>
<th>reconsideration recommendation</th>
<th>Notes</th>
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<th>Rationale for original ineligible recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0234-1-006</td>
<td>Ineligible</td>
<td>Does not adequately describe why a color laser printer is necessary to address learning loss.</td>
<td>Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.</td>
<td>4</td>
<td>$28,357.69</td>
<td>Table 1 - Service Center Menu</td>
<td>HP Color LaserJet Pro M454dw - Color Laser - Printer</td>
<td>Teachers need to be able to prepare lessons for remote learners by scanning in documents to send home.</td>
<td>Educational technology - Hardware</td>
<td>1</td>
<td>$528.95</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
<td></td>
</tr>
<tr>
<td>0234-1-007</td>
<td>Ineligible</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact.</td>
<td>As we space students out in our classrooms, there are 4 rooms that students have to sit against all walls. Our current projection devices do not produce high enough resolution (brightness/clarity) enough so that students can see it from every spot in the room.</td>
<td>$28,357.69</td>
<td>Table 1 - Service Center Menu</td>
<td>SMART Board M6866-V2 Pro interactive display with IQ SBID-MX286-V2 - PW MX Se</td>
<td>In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.</td>
<td>Educational technology - Hardware</td>
<td>6</td>
<td>$42,536.53</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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</tr>
<tr>
<td>0234-1-008</td>
<td>Ineligible</td>
<td>Does not adequately describe why an Elmo stem cam - document camera is necessary to address learning loss.</td>
<td>Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.</td>
<td>$6,740.18</td>
<td>Table 1 - Service Center Menu</td>
<td>Elmo TT-12W STEM-CAM - document camera</td>
<td>In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.</td>
<td>Educational technology - Hardware</td>
<td>8</td>
<td>$6,740.18</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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<tr>
<td>0234-2-001</td>
<td>Ineligible</td>
<td>Not allowable under EANS allowable uses.</td>
<td>Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.</td>
<td>$99,436.76</td>
<td>Table 2 - Full-Time Personnel</td>
<td>Food Services</td>
<td>Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay them the amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had lunch available 2 days per week.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$99,436.76</td>
<td>Does not adequately describe how the request will address an incremental COVID need.</td>
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</tr>
<tr>
<td>0234-3-001</td>
<td>Ineligible</td>
<td>Not allowable under EANS allowable uses.</td>
<td>Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.</td>
<td>$23,864.79</td>
<td>Table 3 - Part-Time Personnel</td>
<td>Food Services</td>
<td>Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay them the amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had lunch available 2 days per week.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>1300</td>
<td>$31,534.92</td>
<td>Does not adequately describe how the request will address an incremental COVID need.</td>
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<td>0276-1-001</td>
<td>Eligible</td>
<td>Per call with school business office, totals were adjusted from original submission to address the need in the 2020-2021 school year. We also addressed the needs for future years. The summer counts remained the same as the original requests.</td>
<td>cloth masks for staff/teachers</td>
<td>5</td>
<td>$295.00</td>
<td>Table 1 - Service Center Menu</td>
<td>Cloth Mask - Adult</td>
<td>Personal Protective Equipment (PPE)</td>
<td>5</td>
<td>$295.00</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>0276-1-002</td>
<td>Eligible</td>
<td></td>
<td>garbage bags for addl trash cans</td>
<td></td>
<td>$579.46</td>
<td>Table 1 - Service Center Menu</td>
<td>BAGS, Liner, Trash Can 40x46, X Heavy, EXTRA HEAVY, Pct 1.8 MIL TM-48-T, Black</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>19</td>
<td>$579.46</td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-1-003</td>
<td>Eligible</td>
<td>There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students</td>
<td>disposable face masks</td>
<td>41</td>
<td>$579.12</td>
<td>Table 1 - Service Center Menu</td>
<td>Primo Care Disposable 3 Ply Face Masks, 99% PFE, Box of 50</td>
<td>Personal Protective Equipment (PPE)</td>
<td>41</td>
<td>$579.12</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>0276-1-004</td>
<td>Eligible</td>
<td>There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students</td>
<td>face shields</td>
<td>51</td>
<td>$1,112.57</td>
<td>Table 1 - Service Center Menu</td>
<td>Primo Medical Face Shield, Pack of 10</td>
<td>Personal Protective Equipment (PPE)</td>
<td>51</td>
<td>$1,112.57</td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-1-005</td>
<td>Eligible</td>
<td></td>
<td>laundry detergent</td>
<td></td>
<td>$807.66</td>
<td>Table 1 - Service Center Menu</td>
<td>Detergent, DISINFECTANT Solid Insure</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>5</td>
<td>$807.66</td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-1-006</td>
<td>Eligible</td>
<td></td>
<td>paper towels</td>
<td></td>
<td>$927.14</td>
<td>Table 1 - Service Center Menu</td>
<td>Towels, Paper, Ultra Value, 2 ply, 11 x 14&quot;</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>38</td>
<td>$927.14</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td>0276-1-007</td>
<td>Eligible</td>
<td>There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students</td>
<td>N95 masks</td>
<td></td>
<td>$143.52</td>
<td>Table 1 - Service Center Menu</td>
<td>N95 - 95% Filtration Soft Mask</td>
<td>Personal Protective Equipment (PPE)</td>
<td>12</td>
<td>$143.52</td>
<td>N/A</td>
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<tr>
<td>0276-1-008</td>
<td>Eligible</td>
<td></td>
<td>hand sanitizer-foam</td>
<td>$2,342.55</td>
<td>Table 1 - Service Center Menu</td>
<td>Dual Fit Hand Sanitizer Foam</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>25.5</td>
<td>$2,342.55</td>
<td>N/A</td>
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<tr>
<td>0276-1-009</td>
<td>Eligible</td>
<td></td>
<td>disinfectant</td>
<td>$487.97</td>
<td>Table 1 - Service Center Menu</td>
<td>Disinfectant, pre-mixed (5-gallon bucket)</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>5</td>
<td>$487.97</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>0276-1-010</td>
<td>Eligible</td>
<td></td>
<td>disposable gloves</td>
<td>$71.98</td>
<td>Table 1 - Service Center Menu</td>
<td>Gloves, Vinyl (PVC), MEDIUM, Powder Free</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>2</td>
<td>$71.98</td>
<td>N/A</td>
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<tr>
<td>0276-1-011</td>
<td>Eligible</td>
<td></td>
<td>covid tests</td>
<td>$1,973.40</td>
<td>Table 1 - Service Center Menu</td>
<td>Realy Tech COVID-19 Rapid Test Kit</td>
<td>Personal Protective Equipment (PPE)</td>
<td>22</td>
<td>$1,973.40</td>
<td>N/A</td>
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<tr>
<td>0276-1-012</td>
<td>Eligible</td>
<td></td>
<td>hand sanitizer</td>
<td>$405.44</td>
<td>Table 1 - Service Center Menu</td>
<td>Hand Sanitizer Gel - Gallon</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>5</td>
<td>$405.44</td>
<td>N/A</td>
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<td>0276-5-001</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Some coaches are staff, but most are 1099 contractors.</td>
<td>masks for staff/coaches</td>
<td>$722.25</td>
<td>Table 5 - Reimbursement s</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$722.25</td>
<td></td>
<td>N/A</td>
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<tr>
<td>0276-5-002</td>
<td>Eligible</td>
<td></td>
<td>garbage bags-55 gallon (2)</td>
<td>$27.96</td>
<td>Table 5 - Reimbursement s</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$27.96</td>
<td></td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-5-003</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (4)</td>
<td>$275.96</td>
<td>Table 5 - Reimbursement s</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$275.96</td>
<td></td>
<td>N/A</td>
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<td>0276-5-004</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>face masks-caseof 500 (2)</td>
<td>$539.98</td>
<td>Table 5 - Reimbursement s</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$539.98</td>
<td></td>
<td>N/A</td>
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<tr>
<td>0276-5-005</td>
<td>Eligible</td>
<td>Notes from follow-up with school; Because of two campuses, each campus ordered for their own campus.</td>
<td>face masks-case of 500 (1)</td>
<td></td>
<td>$269.99</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$269.99</td>
<td>N/A</td>
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<td>0276-5-006</td>
<td>Eligible</td>
<td>Notes from follow-up with school; Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (4)</td>
<td></td>
<td>$199.96</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$199.96</td>
<td>N/A</td>
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<tr>
<td>0276-5-007</td>
<td>Eligible</td>
<td></td>
<td>plexiglass, supplies for front office divider (1)</td>
<td></td>
<td>$115.42</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Physical barriers to facilitate social distancing</td>
<td>$115.42</td>
<td>N/A</td>
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<tr>
<td>0276-5-008</td>
<td>Eligible</td>
<td>Notes from follow-up with school; Because of two campuses, each campus ordered for their own campus.</td>
<td>face shields of 10 pcs (2)</td>
<td></td>
<td>$59.98</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$59.98</td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-5-009</td>
<td>Eligible</td>
<td></td>
<td>desk microphone (2)</td>
<td></td>
<td>$39.98</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$39.98</td>
<td>N/A</td>
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<td></td>
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<tr>
<td>0276-5-010</td>
<td>Eligible</td>
<td>Notes from follow-up with school; Use for uniforms, towels, table cloths</td>
<td>laundry detergent-210 oz (1)</td>
<td></td>
<td>$9.98</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$9.98</td>
<td>N/A</td>
<td></td>
<td></td>
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<td>0276-5-011</td>
<td>Eligible</td>
<td></td>
<td>paper towels (4)</td>
<td></td>
<td>$130.72</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$130.72</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>0276-5-012</td>
<td>Eligible</td>
<td>Notes from follow-up with school; Because of two campuses, each campus ordered for their own campus.</td>
<td>face masks-50 (10)</td>
<td></td>
<td>$74.70</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$74.70</td>
<td>N/A</td>
<td></td>
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<tr>
<td>0276-5-013</td>
<td>Eligible</td>
<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>laundry detergent (2)</td>
<td></td>
<td>$ 21.75</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$ 21.75</td>
<td>N/A</td>
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<td>0276-5-014</td>
<td>Eligible</td>
<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>disposable cups/lids (1)</td>
<td></td>
<td>$ 46.46</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$ 46.46</td>
<td>N/A</td>
<td></td>
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<td>0276-5-015</td>
<td>Eligible</td>
<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>garbage bags-55 gallon (1)</td>
<td></td>
<td>$ 55.92</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$ 55.92</td>
<td>N/A</td>
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<tr>
<td>0276-5-016</td>
<td>Eligible</td>
<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>garbage bags-39 gallon (1)</td>
<td></td>
<td>$ 30.96</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$ 30.96</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-017</td>
<td>Eligible</td>
<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>Ecos Plus (1)</td>
<td></td>
<td>$ 15.94</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$ 15.94</td>
<td>N/A</td>
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<td>0276-5-018</td>
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<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>face masks 50pk (10)</td>
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<td>$ 139.90</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$ 139.90</td>
<td>N/A</td>
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<td>0276-5-019</td>
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<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>soap dispensers, assembly (4)</td>
<td></td>
<td>$ 1,215.68</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$ 1,215.68</td>
<td>N/A</td>
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<td>Notes from follow-up with school. Because of two campuses, each campus ordered for their own campus.</td>
<td>Dyslexia webinar-SPED (1)</td>
<td></td>
<td>$ 9.95</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>0276-5-021</td>
<td>Eligible</td>
<td>Paper towels (2)</td>
<td>2</td>
<td>$10.78</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
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<td>N/A</td>
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<td>0276-5-022</td>
<td>Eligible</td>
<td>hand sanitizer-foam (1)</td>
<td>1</td>
<td>$838.56</td>
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<td>N/A</td>
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<td>0276-5-023</td>
<td>Eligible</td>
<td>paper towels (4)</td>
<td>4</td>
<td>$103.28</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>0276-5-024</td>
<td>Eligible</td>
<td>paper towels (1)</td>
<td>1</td>
<td>$27.98</td>
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<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>N/A</td>
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<td>0276-5-025</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus. clear masks-10 (1)</td>
<td>1</td>
<td>$80.95</td>
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<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
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<td>0276-5-026</td>
<td>Eligible</td>
<td>disinfectant (4)</td>
<td>4</td>
<td>$25.92</td>
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<td>Reimbursement</td>
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<td>0276-5-027</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus. clear masks-24 (4)</td>
<td>4</td>
<td>$268.00</td>
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<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
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<td>0276-5-028</td>
<td>Eligible</td>
<td>Rubbermaid trash can (2)</td>
<td>2</td>
<td>$64.68</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$64.68</td>
<td>N/A</td>
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<td>0276-5-029</td>
<td>Eligible</td>
<td>disinfectant spray bottles (6)</td>
<td>6</td>
<td>$101.94</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>N/A</td>
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<td>0276-5-030</td>
<td>Eligible</td>
<td>handle wrap (1)</td>
<td>1</td>
<td>$53.70</td>
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<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>0276-5-031</td>
<td>Eligible</td>
<td></td>
<td>Rubber maid garbage can-55 gallon (2)</td>
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<td>$155.06</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>$155.06</td>
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<td>0276-5-032</td>
<td>Eligible Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (7)</td>
<td>$439.85</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>$439.85</td>
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<td>0276-5-033</td>
<td>Eligible</td>
<td>reusable gloves (1)</td>
<td>$14.98</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>$14.98</td>
<td>N/A</td>
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<td>0276-5-034</td>
<td>Eligible Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (2)</td>
<td>$227.07</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>$227.07</td>
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<td>0276-5-035</td>
<td>Eligible</td>
<td>disposable gloves (1)</td>
<td>$14.99</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>$14.99</td>
<td>N/A</td>
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<td>0276-5-036</td>
<td>Eligible</td>
<td>vinyl disposable gloves (1)</td>
<td>$17.99</td>
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<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>N/A</td>
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<td>0276-5-037</td>
<td>Eligible</td>
<td>garbage can (1)</td>
<td>$32.34</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>$32.34</td>
<td>N/A</td>
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<td>0276-5-038</td>
<td>Eligible</td>
<td>face mask lanyard 20 pc (1)</td>
<td>$11.99</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td></td>
<td>$11.99</td>
<td>N/A</td>
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<td>0276-5-039</td>
<td>Eligible</td>
<td></td>
<td>face mask lanyard 20 pc (2)</td>
<td></td>
<td>$ 32.28</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
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<td>0276-5-040</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>face guard 10pc (1)</td>
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<td>$ 15.99</td>
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<td>0276-5-041</td>
<td>Eligible</td>
<td></td>
<td>disinfectant spray bottles (5)</td>
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<td>$ 74.95</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
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<td>0276-5-042</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (6)</td>
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<td>$ 357.82</td>
<td>Table 5 - Reimbursement</td>
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<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>0276-5-043</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (3)</td>
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<td>$ 132.57</td>
<td>Table 5 - Reimbursement</td>
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<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>0276-5-044</td>
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<td>social distancing floor decals 20pk (7)</td>
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<td>$ 118.93</td>
<td>Table 5 - Reimbursement</td>
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<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>0276-5-045</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>face shield 5pk (1)</td>
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<td>$ 8.50</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
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<td>$ 8.50</td>
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<td>0276-5-046</td>
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<td>thermometers (4)</td>
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<td>$ 131.96</td>
<td>Reimbursement</td>
<td>Table 5 - Reimbursement s</td>
<td>Other materials; supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>N95 masks 4pk (1)</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>clear face masks (1)</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>clear masks-24 (1)</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>clear masks-24 (3)</td>
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<td>Reimbursement</td>
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<td>0276-5-051</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>sneeze guard plexi-glass shield for desk (1)</td>
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<td>$ 57.99</td>
<td>Reimbursement</td>
<td>Table 5 - Reimbursement s</td>
<td>Physical barriers to facilitate social distancing</td>
<td>$ 57.99</td>
<td>N/A</td>
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<td>0276-5-052</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>face shield visor (1)</td>
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<td>anti-splash face shield flaps (1)</td>
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<td>0276-5-055</td>
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<td>command clips for masks (8)</td>
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<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>thermometers (1)</td>
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<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$32.72</td>
<td>N/A</td>
<td>0276-5-056</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-057</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>masks for students (5)</td>
<td></td>
<td>$23.50</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$23.50</td>
<td>N/A</td>
<td>0276-5-057</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-058</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>masks for students (5)</td>
<td></td>
<td>$31.50</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Personal Protective Equipment (PPE)</td>
<td>$31.50</td>
<td>N/A</td>
<td>0276-5-058</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-059</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Larger instruments, wanted covers for mouth pieces and front of instruments to keep safe from contamination.</td>
<td>instrument covers (5)</td>
<td></td>
<td>$94.05</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td>$94.05</td>
<td>N/A</td>
<td>0276-5-059</td>
<td></td>
<td></td>
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<tr>
<td>0276-5-060</td>
<td>Eligible</td>
<td></td>
<td>wall mount trash cans (3)</td>
<td></td>
<td>$733.99</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$733.99</td>
<td>N/A</td>
<td>0276-5-060</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-061</td>
<td>Eligible</td>
<td>Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.</td>
<td>sanitizer dispensers (6)</td>
<td></td>
<td>$1,050.00</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$1,050.00</td>
<td>N/A</td>
<td>0276-5-061</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0276-5-062</td>
<td>Eligible</td>
<td></td>
<td>Geneon fogger/mister unit (1)</td>
<td></td>
<td>$733.50</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Supplies to sanitize, disinfect, and clean school facilities</td>
<td>$733.50</td>
<td>N/A</td>
<td>0276-5-062</td>
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<tr>
<td>0276-5-063</td>
<td>Eligible</td>
<td></td>
<td>choral music for individual folders (100)</td>
<td></td>
<td>$479.05</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td></td>
<td>$479.05</td>
<td>N/A</td>
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<tr>
<td>0276-5-064</td>
<td>Ineligible</td>
<td></td>
<td>lockable ball cart (5)</td>
<td></td>
<td>$1,400.00</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety</td>
<td></td>
<td>$1,400.00</td>
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<tr>
<td>0276-5-065</td>
<td>Eligible</td>
<td></td>
<td>covid tests (75)</td>
<td></td>
<td>$3,750.00</td>
<td>Table 5 - Reimbursement</td>
<td>Reimbursement</td>
<td>Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus</td>
<td></td>
<td>$3,750.00</td>
<td>N/A</td>
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</table>
### RECONSIDERATION REVIEW

<table>
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<tbody>
<tr>
<td>0940-4-001</td>
<td>Eligible</td>
<td>KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td>There is much greater need presently than ever before for our teachers to given attention to the social and emotional needs of our 66 elementary students. At all grade levels we are experiencing students who are anxious, depressed, and not-confident in their ability to navigate through the pandemic. This has been shared in numerous conversations with students who are not handling the changes in their life that have been brought on with the pandemic. We have dealt with a death in our community due to Covid-19, a lady who was beloved by many school families. We have a staff member that lost a cousin to Covid-19 (he was the very first confirmed Covid-19 death in Kansas.) We have students whose grades are far below their normal performance. We have students who are dealing with depression. We have a set of twins currently who experience panic attacks every single morning when coming to and arriving at school because they are afraid that they won’t see their parents again after drop-off. This training of social emotional content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken and is continuing to take a toll on so many. Our teachers need this training!</td>
<td>$6,864.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Restorative Discipline Coaching-Lynne Lang One-Day Coaching/Training for our building, in order to help us integrate the VBRD restorative discipline system, and help our students social-emotional development. Relationships have been one damaging aspect of Covid, with masks and social distancing, and we want to help our kids overcome these setbacks.</td>
<td>$6,864.00</td>
<td>Non-secular content is not permissible under EANS funding</td>
<td></td>
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<tr>
<td>0940-4-002</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>Per our request for additional laptops, we need secure charging stations where we can shuttle devices between classes so that they are utilized to the fullest extent possible. The purchase of computer carts is a necessity when using devices in this manner.</td>
<td>$1,560.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Computer Carts- We are buying new laptops for students to check out and use at home when in quarantine, but also for them to work online with learning programs that will identify and supplement learning gaps. We need charging carts to house the computers.</td>
<td>$1,560.00</td>
<td>Tied to computer request, which was deemed ineligible</td>
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<tr>
<td>0940-4-008</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>Devices needed for continued support of students who have experienced learning loss as incurred from data. Our formative assessment data (ESGI, Dibels) has identified significant learning gaps for some students, and we utilize online programs to bridge those gaps and supplement deficiencies. We do not currently have enough devices in the building for all classes to be able to do this. These chrome books can be utilized programs that constantly identify strengths and weaknesses and modify programs due to need. This will be critical for us in getting kids caught up.</td>
<td>$3,640.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>New Laptops- These will be used during summer camps and also during the school year for students to check out and take home during quarantine or to do extra supplemental work that diagnoses deficiencies and works to supplement with skills that bridge the gaps. The students will use these laptops at school everyday too on the the same types of programs (MobyMax, BrainPop, etc.)</td>
<td>$3,640.00</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>0941:1-001</td>
<td>Eligible</td>
<td></td>
<td>29 upgraded laptops to adequately run the apps and platforms needed during hybrid and remote instruction as dictated by COVID-19 quarantine protocols. This hardware will allow students in grades 4-8 to be connected with each other and with the teachers in small groups and one-on-one sessions for recovery of individualized skills that have been identified throughout this 2020-21 school year as needing remediation particularly in math in order to rebound the learning lost over the past 12 months.</td>
<td>29</td>
<td>$44,748.95</td>
<td></td>
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### Original Request

<table>
<thead>
<tr>
<th>Original Description</th>
<th>EANS allowable use</th>
<th>Original quantity</th>
<th>Original dollar value</th>
<th>Rationale for original ineligible recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 classroom laptops to replace old unreliable devices that are not effective in running various platforms used by classroom teachers during hybrid learning.</td>
<td>Educational technology - Connectivity</td>
<td>29</td>
<td>$44,748.95</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
</tr>
</tbody>
</table>
### RECONSIDERATION REVIEW

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1334-1-001</td>
<td>Eligible</td>
<td></td>
<td>The purchase of chromebooks are needed to provide a uniform internet based platform that allows for individualized instruction in all curriculum areas, but especially in math and language arts. We need 225 for the students we have in grades 7-12. Covid has spread the skill level of our students from those who have mastered concepts to the many who need extra practice and reinforcement. The need to recover skills that have been either lost or simply not covered has been evident all year. We have more low performing students than ever. The teachers overall report challenges in mastery. Teachers have identified individualized programs such as KHAN Academy that will be used in all grades if the students had access to the technology. Allowing for more individualized instruction through online sites and applications, will help with achievement and provide the needed reinforcement to make up for the deficiencies. On my original request, I had indicated 250, as I know that we will need substitute chromebooks as devices from time to time will need to be fixed. However, I do understand this funding can not be used for that and thus I have lowered the request to be 225.</td>
<td>225</td>
<td>$77,573.46</td>
</tr>
</tbody>
</table>

| 1334-1-002 | Eligible    |       | Ten iPads for students with Individualized Learning Plans (ILPs). These students are learning challenged students identified by our school, but are not on an IEP that is supported by the public school system. These students' academics greatly decreased because of the loss of support and quarantines because of COVID-19. The iPads would be used for 2 freshman, 4 sophomores and 4 juniors. The use of these iPads would allow them to use Apple Apps that are beneficial to their specific learning deficiencies. An example would be the use of "kami" or the "notes" application within an ipad. This would allow any document to be created into a pdf and would allow the student and teacher to work on a worksheet together for more timely feedback and support of the assignment. Another use would be to allow these students who fell behind in ELA to use ibooks to supplement the current curriculum. | 10 | $4,068.07 |

| 1334-4-002 | Eligible    | Subject to substitution of a similar product to satisfy COVID need | 225 Chromebook Cases - to protect the chromebooks | 225 | $7,020.00 |

<p>| 1334-4-003 | Eligible    | Subject to substitution of a similar product to satisfy COVID need | 225 Chromebook licensing to allow chromebooks to be monitored and maintained | 225 | $8,190.00 |</p>
<table>
<thead>
<tr>
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<th>Eligibility reconsideration recommendation</th>
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<th>Rationale for original ineligible recommendation</th>
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</thead>
<tbody>
<tr>
<td>1334-4-004</td>
<td>Eligible</td>
<td></td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>10</td>
<td>$312.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>10 iPad Cases - to protect iPads needed for learning</td>
<td>Educational technology - Other</td>
<td>0</td>
<td>$312.00</td>
<td>Tied to computer request, which was deemed ineligible</td>
</tr>
<tr>
<td>1334-4-005</td>
<td>Ineligible</td>
<td></td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The St. Mary's Colgan Summer Retreat/Conference/Camp (The &quot;Let's Go&quot; Summer Retreat) will be a great opportunity for our students to return to normal after a year of COVID restrictions and regulations. We also had several students who dealt with family loss and hospitalizations because of COVID-19. This will impact 80-100 students. We are excited for our students to have this potential opportunity to gather in a spirit of fellowship, fun, and formation - they will hear talks from different speakers about identity, leadership, renewal, school and class unity, and how to move forward after this past year of COVID-19 difficulties. They will have the opportunity to grow closer as friends, as a class, and as a school through team-building activities provided by Sky Ranch. We are excited about the chance to invigorate and energize our students after a difficult year and start a new school year off with an exciting start!</td>
<td></td>
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</table>

We initially asked for this for the next 3 summers but feel it is extremely important for this initial summer. We feel this is a great way to help our students past some of the hardships and bumps caused by COVID-19.
### RECONSIDERATION REVIEW

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<tr>
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<tbody>
<tr>
<td>1856-1-043</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>In need of 2 projectors for 5th and 6th grade teachers to specifically use to aid 5th and 6th students who have been identified with need for learning recovery in math and reading. This subset of students are ESL and at-risk students that have been identified as having a strong interest in visual learning for which we will capitalize on with the use of projectors. They will allow this subset of students to visually see notes and assignments in order to aid them in grasping math and reading skills that have been identified as below grade level. The lack of consistency of remote learning and being in quarantine has put this group of students in the below grade level performance range.</td>
<td>955.13</td>
<td>Table 1 - Service Center Menu</td>
<td>NEC MC372X 3700-Lumen XGA Classroom Projector</td>
<td>To facilitate technological learning due to hybrid learning and while students are in quarantine due to Covid-19</td>
<td>Educational technology - Hardware</td>
<td>9</td>
<td>$4,298.07</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
</tbody>
</table>

I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to two projectors for two teachers that have subsets of students that are ESL and at-risk students. Projectors are not permanent fixtures and could be easily moved. My original quantity was based on future need so I am now requesting two projectors that are needed in classrooms for 5th and 6th grade at-risk students.

$955.13

Table 1 - Service Center Menu

NEC MC372X
3700-Lumen XGA Classroom Projector

To facilitate technological learning due to hybrid learning and while students are in quarantine due to Covid-19

Educational technology - Hardware

$955.13

### ORIGINAL REQUEST

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<tr>
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<tr>
<td>1856-1-044</td>
<td>Ineligible</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td>The revised request is for one mobile Promethean Board. We will designate the mobile board to be used for grades 5 and 6 (40 students) where the teachers team teach and do not have access to a board. We have been in person school for much of the year. However, we have had many students quarantined due to parents and family members testing positive. We have had very few days where we don't have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also a big boost for social/emotional wellness which we have seen decline this year.</td>
<td>2,627.00</td>
<td>Table 1 - Service Center Menu</td>
<td>Promethean ActivePanel Nickel 65&quot; 4K TPT LCD Interactive Display</td>
<td>In need of two Promethean ActivePanel for an additional classrooms that were added due to Covid-19</td>
<td>Educational technology - Hardware</td>
<td>2</td>
<td>$5,026.36</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td></td>
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</table>

I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to one Promethean Board that would be mobile. Mobile boards are not permanent fixtures and could be easily moved and shared by teachers to meet the needs of several students. I received a quote from Haddock for the type of Promethean Board that I would like to request and it would be $1,899 plus $499 for the mobile stand and $229 for installation. This would be a revised total cost of $2,627.

$2,627.00

Table 1 - Service Center Menu

Promethean ActivePanel Nickel 65" 4K TPT LCD Interactive Display

In need of two Promethean ActivePanel for an additional classrooms that were added due to Covid-19

Educational technology - Hardware

$2,627.00

**Building #**

1856

**School Name**

All Saints Catholic School - Wichita

**Request ID**

1856-1-043

**Original Request**

1856-1-044
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<tr>
<td>1856-1-047</td>
<td>Eligible</td>
<td></td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>10</td>
<td>$15,430.67</td>
<td>Table 1 - Service Center Menu</td>
<td>Dell Latitude 5410 - 14&quot; - Core i5 10210U - 8 GB RAM - 256 GB SSD</td>
<td>To support teacher technological needs to teach in person and hybrid due to Covid-19.</td>
<td>Educational technology - Hardware</td>
<td>15</td>
<td>$23,146.01</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>1856-4-001</td>
<td>Eligible</td>
<td></td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>90</td>
<td>$30,420.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>This is a request for 30 Chromebooks and a charging cart from Two Trees Technologies in Wichita, KS 67203 N. Emporia, Suite 300 for hybrid remote learning and/or individual students who are physically compromised due to COVID.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$30,420.00</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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</tbody>
</table>
1856-4-006 Eligible Faculty need to be trained in dealing with social/emotional challenges brought on by COVID. There is a great need for our teachers to give attention to the social and emotional needs of our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. This has been shared in numerous conversations with students who are not handling the changes in their life brought on with the pandemic. This data can be found in annual surveys, journal writing and in numerous conversations. We have experienced the loss of a faculty member loved by all students. Students grades are far below their normal performance. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent. This social emotional content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give in my original request I stated this was training for teachers social emotional stress but in reality it is training for them to help students with their social emotional stress. Self-Awareness, Self-Management Social Awareness and Relationship Building. These are the categories the 168 students are needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in the categories are topics found in secular social emotional competencies and will be completely taught in this manner.

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<tr>
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<th>Rationale for original ineligible recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1856-4-006</td>
<td>Eligible</td>
<td>xKDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td></td>
<td>Faculty need to be trained in dealing with social/emotional challenges and negative behaviors brought on by COVID. There is a great need for our teachers to give attention to the social and emotional needs of our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. We have seen an increase in behavior problems due to the social/emotional needs of our students. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent in their negative behaviors. This restorative behavior content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give these topics and thus we see an overwhelming number of office referrals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In my original request I stated this was training for new teachers but in reality it is training for all teachers to help students with their social emotional stress and negative behaviors. Restorative discipline will allow teachers to help the 168 students needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in Restorative Discipline; repairing relationships and reaffirming relationships through developing social and emotional skills are topics found in secular programs and will be completely taught in this manner.</td>
<td>2,500.00</td>
<td>New Service</td>
<td>Contracting a trained facilitator for 1/2 day to help staff with social emotional stress in the 2020 - 2021 school year.- Peg Dubrowski - SEL Training</td>
</tr>
</tbody>
</table>

1856-4-007 Eligible Faculty need to be trained in dealing with social/emotional challenges and negative behaviors brought on by COVID. There is a great need for our teachers to give attention to helping students repair relationships and reaffirm relationships through developing social and emotional skills for our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. We have seen an increase in behavior problems due to the social/emotional needs of our students. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent in their negative behaviors. This restorative behavior content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give these topics and thus we see an overwhelming number of office referrals. |

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</tr>
</thead>
<tbody>
<tr>
<td>1856-4-007</td>
<td>Eligible</td>
<td>xKDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td></td>
<td>Faculty need to be trained in dealing with social/emotional challenges and negative behaviors brought on by COVID. There is a great need for our teachers to give attention to helping students repair relationships and reaffirm relationships through developing social and emotional skills for our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. We have seen an increase in behavior problems due to the social/emotional needs of our students. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent in their negative behaviors. This restorative behavior content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give these topics and thus we see an overwhelming number of office referrals.</td>
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<td></td>
<td>In my original request I stated this was training for new teachers but in reality it is training for all teachers to help students with their social emotional stress and negative behaviors. Restorative discipline will allow teachers to help the 168 students needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in Restorative Discipline; repairing relationships and reaffirming relationships through developing social and emotional skills are topics found in secular programs and will be completely taught in this manner.</td>
<td>7,404.80</td>
<td>New Service</td>
<td>Restorative discipline for new staff</td>
</tr>
<tr>
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<tr>
<td>1864-1-002</td>
<td>Eligible</td>
<td></td>
<td>Devices needed for continued support of students who have experienced learning loss as incurred from data.</td>
<td>20</td>
<td>11,166.77</td>
<td>Table 1 - Service Center Menu</td>
<td>Dell Chromebook 3100 - 11.6&quot; - Celeron N4020 - 4 GB RAM - 16 GB eMMC</td>
<td>Purchase 20 chromebooks to be checked out to quarantined students given that nearly 20% of our families have 3+ children in our school and one device at home, and a good number have no devices, making it difficult when the entire family is quarantined.</td>
<td>Educational technology - Hardware</td>
<td>40</td>
<td>11,166.77</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
<td></td>
</tr>
<tr>
<td>1864-4-003</td>
<td>Eligible</td>
<td></td>
<td>KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td></td>
<td>21,372.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service Contract trained facilitator for 9 sessions with 45 6-8th students to help students with social emotional growth due to constant disruption of learning/tack of social skill development experienced in the 2020-21 school year.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>Non-secular content is not permissible under EANS funding; Applicant clarified Peg Dubrowski was intended facilitator</td>
<td>0</td>
<td>21,372.00</td>
<td></td>
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<td>1886-4-005</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>We need 9 Elmo document cameras for nine K-2 classroom teachers to specifically use to aid 192 students who have been identified with needs for learning recovery in phonics, math and science. Approximately 65% of these students have been identified as falling below grade level. Science classes have not been our primary focus this year, so direct visual instruction is needed to enhance skills. These are students who prior to March 2020 did not perform below grade level. The lack of consistency in remote/hybrid and quarantine has put this group of students in the below grade level performance range. Looking at the original application submitted, only 9 total Elmo document cameras are needed. Additional devices are not needed for the 2022-2023 school year, as these devices should be able to sustain use for two years.</td>
<td>$ 7,280.00</td>
<td>All of our new and existing staff will be trained in the Capturing Kids Hearts Program. The funds requested were to offset the expense of the additional new staff hired through EANS. We submitted and were approved funding for 3 Resource Teachers, 2 Para Professionals and 8 part-time certified teachers for summer school. Our current Title 8 budget is not large enough to cover the fee to train this many additional staff. Our hope is to train the EANS staff with this program that will support the social-emotional learning of our students, in addition to the additional time certified teachers for summer school.</td>
<td>0</td>
<td>New Service</td>
<td>Professional development in Capturing Kids Hearts for new staff members allowing training for social and emotional growth and relationship building between students, teachers and parents based on a 62% increase in office referrals.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 7,280.00</td>
<td>Limitation to new staff does not indicate a supplemental program due to COVID impact.</td>
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<tr>
<td>1886-4-008</td>
<td>Eligible</td>
<td>KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td>We have noted a significant increase in demerits, office referrals and behavior out tickets with our 6-8 grade students. More students have been referred to outside therapists because the presenting needs are greater than our counselor is able to address. Most concerning, we have also noted an 36% increase in counselor visits, 8 suicidal ideation, and 1 hospitalization. This year our 11 middle school teachers and 2 administration have dealt with 206, 6-8 grade students who lack social and emotional skills. Students have expressed the plea for help in their annual survey, in journal writing and in numerous conversations. We need a skills-based approach to support our students and give them the vocabulary to advocate better for themselves. The nine sessions will completely focus on the secular topics and from a secular viewpoint in three categories: Self-Awareness, Self-Management, and Social Awareness and Relationship Building. We do not know how to best support the diverse emotional needs of our middle school students and feel a program like this is critical in improving the negative social and emotion state that our students are currently in due to Covid-19.</td>
<td>$ 11,180.00</td>
<td>New Service</td>
<td>Contract trained facilitator for 9 sessions with 180 6-8th students to help students with social emotional growth due to constant disruption of learning and lack of social skill development experienced in the 2020-21 school year.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 11,180.00</td>
<td>Non-secular content is not permissible under EANS funding.</td>
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<tr>
<td>1887-1-002</td>
<td>Eligible</td>
<td></td>
<td>Provide 30 Chromebooks to allow the 30 students who are in 2nd and 3rd Grade access to whole class learning as well as differentiated learning due to deficits they experienced since the Spring Semester of 2020. Our assessments have shown that these two grades in particular have lower scores than we would normally have predicted. The online platforms we will be able to use for whole class instruction will also effectively cater to the individual child’s deficits incurred due to the inconsistency of learning experienced this year from the pandemic. With the new devices available hybrid learning will be consistent for each student.</td>
<td></td>
<td>$8,517.91</td>
<td>Table 1 - Service Center Menu</td>
<td>ASUS Chromebook 12 C223NA-DH02 - 11.6” - Celeron N3350 - 4 GB RAM - 32 GB e</td>
<td>Purchase 30 ASUS Chromebooks to assure that each student will have access to technology in their home during online, remote or hybrid learning.</td>
<td>Educational technology - Hardware</td>
<td>30</td>
<td>$8,517.91</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
<td></td>
</tr>
<tr>
<td>1887-1-005</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need. Purchase 4 Laptops to utilize reinforcement and remediation curriculum for 10-12 students in the 5-8th grades who have fallen behind in all subjects, but primarily math and ELA. Teachers will be able to individualize the instruction for these students. These computers will also be used to instruct quarantined and hybrid students.</td>
<td></td>
<td>$3,944.65</td>
<td>Table 1 - Service Center Menu</td>
<td>HP ProBook 450 G7 - 15.6” - Core i5 10210U - 8 GB RAM - 256 GB SSD - US</td>
<td>Purchase 4 Laptop Computers for teachers to be able to teach students during online remote or hybrid learning.</td>
<td>Educational technology - Hardware</td>
<td>4</td>
<td>$3,944.65</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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</table>
### RECONSIDERATION REVIEW

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<tbody>
<tr>
<td>1888-4-004</td>
<td>Eligible</td>
<td>ASDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td>The pandemic has intensified the need for our school to address social and emotional needs of middle school students. Our middle school teachers have identified approximately 42% of our middle school students who are anxious, depressed, and lacking confident social (SEL) skills. This has been shared from students in circle activities, journaling, and in numerous conversations between students and teachers. The 9 sessions of social emotional content will bring light to these topics and assist students with dealing with SEL. The 9 sessions will completely focus on the secular topics and from a secular viewpoint in three categories: Self Awareness, Self Management, and Social Awareness and Relationship Building. It is these 3 categories that the students are needing immediate attention to in order to recover from the life changes they have been through due to COVID and the disruption of their learning.</td>
<td>$11,700.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service Contracting a trained facilitator for 9 sessions with 40 middle school students to help student with social emotional growth due to constant disruption of learning/lack of social skill development experienced in the 2020 - 2021 school year. - Peg Dubrowski - SEL Training</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$11,700.00</td>
<td>Non-secular content is not permissible under EANS funding</td>
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<tr>
<td>1892-1-001</td>
<td>Eligible</td>
<td></td>
<td>Purchase 75 Chromebooks to benefit 110 K-8 students who are below grade level in Math and 100 students who are below grade level in Reading due to lost learning time during the pandemic in order to properly run additional programs needed to aid in learning. There is an extreme need for 68 students in Grades 1-3 who showed 75% of students below grade level in Reading.</td>
<td>75</td>
<td>$24,276.41</td>
<td>Table 1 - Service Center Menu</td>
<td>HP Chromebook 14A G5 - 14&quot; - A4 9120C - 4 GB RAM - 32 GB eMMC - US</td>
<td>Purchase 75 Chromebooks to serve the 40% of families who when surveyed indicated they had no reliable device in their home for hybrid learning</td>
<td>Educational technology - Hardware</td>
<td>75</td>
<td>$24,276.41</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>1892-4-004</td>
<td>Eligible</td>
<td>KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td>The pandemic has intensified the need for our school to address social and emotional needs of middle school students. We have seen a huge learning loss in this area. This year our 5 middle school teachers and the administration have dealt with 72, 6th-8th grade students who lack social and emotional skills. They are anxious, depressed, and not confident in their ability to navigate through the pandemic. This has been shared from students in numerous conversations who are not handling the changes in their lives that have been brought on with the pandemic. They have expressed the plea for help in their annual survey, in journal writing, and in numerous conversations. We have dealt with 2 students who have lost a loved one to COVID 19, we have students whose grades are far below their normal performance. We have had 4 students express suicide ideation. We have seen students with a profound inability to make decisions, to gain trust in each other and students who are dealing with depression. These 9 sessions of social emotional content will bring to light these topics. This year we have had no time to give to these topics and thus we see our students far behind in these topics and thus we see our students far behind in</td>
<td>72</td>
<td>$11,180.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Purchase On the Path SEL Curriculum for Middle School from Peg Dubrowski with support after surveying middle school students in “I wish my teacher knew” and seeing the struggles that students are dealing with in their home partly anxiously and partly based on situations in their home life related to Covid.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning</td>
<td>0</td>
<td>$11,180.00</td>
<td>Non-secular content is not permissible under EANS funding</td>
</tr>
<tr>
<td>1892-5-008</td>
<td>Eligible</td>
<td></td>
<td>Reimburse previously purchased charging blocks to supply proper charging for Chromebooks purchased in September 2020.</td>
<td>0</td>
<td>$170.89</td>
<td>Table 5 - Reimbursements</td>
<td>Reimbursement charging blocks to have proper charging for Chromebooks purchased</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$170.89</td>
<td>Tied to computer request, which was deemed ineligible</td>
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</table>

### ORIGINAL REQUEST

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<tr>
<td>1892-1-001</td>
<td>Eligible</td>
<td></td>
<td>1892-1-001 Eligible Purchase 75 Chromebooks to benefit 110 K-8 students who are below grade level in Math and 100 students who are below grade level in Reading due to lost learning time during the pandemic in order to properly run additional programs needed to aid in learning. There is an extreme need for 68 students in Grades 1-3 who showed 75% of students below grade level in Reading.</td>
<td>Purchase 75 Chromebooks to serve the 40% of families who when surveyed indicated they had no reliable device in their home for hybrid learning</td>
<td>Educational technology - Hardware</td>
<td>75</td>
<td>$24,276.41</td>
</tr>
<tr>
<td>1892-4-004</td>
<td>Eligible</td>
<td>KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular</td>
<td>The pandemic has intensified the need for our school to address social and emotional needs of middle school students. We have seen a huge learning loss in this area. This year our 5 middle school teachers and the administration have dealt with 72, 6th-8th grade students who lack social and emotional skills. They are anxious, depressed, and not confident in their ability to navigate through the pandemic. This has been shared from students in numerous conversations who are not handling the changes in their lives that have been brought on with the pandemic. They have expressed the plea for help in their annual survey, in journal writing, and in numerous conversations. We have dealt with 2 students who have lost a loved one to COVID 19, we have students whose grades are far below their normal performance. We have had 4 students express suicide ideation. We have seen students with a profound inability to make decisions, to gain trust in each other and students who are dealing with depression. These 9 sessions of social emotional content will bring to light these topics. This year we have had no time to give to these topics and thus we see our students far behind in these topics and thus we see our students far behind in</td>
<td>Purchase On the Path SEL Curriculum for Middle School from Peg Dubrowski with support after surveying middle school students in “I wish my teacher knew” and seeing the struggles that students are dealing with in their home partly anxiously and partly based on situations in their home life related to Covid.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning</td>
<td>0</td>
<td>$11,180.00</td>
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<tr>
<td>1892-5-008</td>
<td>Eligible</td>
<td></td>
<td>Reimburse previously purchased charging blocks to supply proper charging for Chromebooks purchased in September 2020.</td>
<td>Reimbursement charging blocks to have proper charging for Chromebooks purchased</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$170.89</td>
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<tr>
<td>1900-1-002</td>
<td>Eligible</td>
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<td>Purchase 174 chrome books for K-2 student usage to facilitate use online components for curriculum concerns as well as progress monitoring for AIMS and MTSS, providing individualization and addressing specific learning gaps for each child. We modified the amount of chrome books from 230 down to 174 to address specific grades without the necessary technology we desire to address learning gaps.</td>
<td>174</td>
<td>$49,734.77</td>
<td>Dell Chromebook 3100 - 11.6” - Celeron N4020 - 4 GB RAM - 16 GB eMMC</td>
</tr>
<tr>
<td>1900-1-003</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>We would like to purchase 10 document cameras for classrooms for 5th - 8th grade to assist with various models of learning - remote and hybrid - as we continue to have children both on and off campus, as well as socially distanced in various rooms. This will assist with all children having access to materials being covered and the visual of teacher presentations so learning loss/recovery is minimized, and students are more present to instruction regardless of location. We modified our request from 20 to 10 for a specific group of classrooms based on need.</td>
<td>Purchase document cameras to help teachers facilitate learning in the classroom using online resources due to learning loss from March 2020 to May 2021</td>
<td>10</td>
<td>$11,529.92</td>
<td>Elmo TT-12F - document camera</td>
</tr>
<tr>
<td>1900-4-004</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Purchase non-fiction books for addressing learning gaps in informational text and usage of reference materials in reading comprehension and writing. Selections would pertain to grade levels K-8 in an effort to address learning recovery in reading skills for all grades.</td>
<td>10</td>
<td>$8,512.00</td>
<td>New Service Replace obsolete non-fiction books to new and current selections that moves students back to reading actual books and allows time away from online learning and use of informational text and reference materials.</td>
</tr>
<tr>
<td>Request ID</td>
<td>Eligibility reconsideration recommendation</td>
<td>Notes</td>
<td>Revised description</td>
<td>Revised quantity</td>
<td>Revised dollar value</td>
<td>Request Category</td>
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<tr>
<td>1952-4-001</td>
<td>Ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students. See SAW is our way of communicating with parents. We have had many students quarantined throughout the year and all assignments, questions and answers, instructions on returning assignments are done through this program. Any student gone for an extensive time will use this program.</td>
<td>1</td>
<td>$811.20</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>See SAW will allow us better communication between teacher and parents for in school or hybrid learning by listing assignments, reviewing progress and progressing skills.</td>
</tr>
<tr>
<td>1952-5-005</td>
<td>Eligible</td>
<td>The laptop for our school nurse allows her to work from home. She has had to work evening and weekends communicating with families about COVID-19 procedures. Then she has to document all of our cases among students and staff. Having a device she can use at home and school allows our status with COVID-19 to always be updated each day. We did not need this before COVID-19. Now it is a very essential tool. No one has to wait for medical advice or COVID-19 data.</td>
<td>5</td>
<td>$1,219.00</td>
<td>Table 5 - Reimbursements</td>
<td>Reimbursement</td>
<td>New laptop for school nurse to record COVID-19 information at home and school</td>
</tr>
</tbody>
</table>
### RECONSIDERATION REVIEW

<table>
<thead>
<tr>
<th>Request ID</th>
<th>Eligibility reconsideration recommendation</th>
<th>Notes</th>
<th>Revised description</th>
<th>Revised quantity</th>
<th>Revised dollar value</th>
<th>Request Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2040-1-002</td>
<td>Ineligible</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td>The revised request is for two mobile boards. We will designate one for grades K-4 and the other for grades 5-8. We have been in person school for much of the year. However, we have had many students quarantined due to parents testing positive. We have had very few days where we don’t have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on their laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also keeping the students where they need to be academically. This is would be a big boost for social/emotional wellness which we have seen decline this year. We do not foresee the quarantining of students to go away next year or even the year after.</td>
<td>2</td>
<td>$5,254.00</td>
<td>Table 1 - Service Center Menu</td>
<td>Promethean ACTiVpanel Titanium Pro 65” 4K 65” LED display - 4K</td>
<td>These interactive boards will enable us to expand the opportunity to engage with students who are hybrid due to quarantine, to increase student engagement and pedagogy, to address learning loss, to be able to utilize more areas of our school allowing us to spread out for social distancing, and when a teacher is remote teaching from home due to quarantine the students will be able to see and hear the teacher better in the classroom.</td>
<td>Educational technology - Connectivity</td>
<td>22</td>
<td>$147,912.91</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
</tr>
<tr>
<td>Request ID</td>
<td>Eligibility</td>
<td>Reconsideration recommendation</td>
<td>Notes</td>
<td>Revised description</td>
<td>Original description</td>
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<tr>
<td>2080-4-003</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>Provide 20 Chromebooks to allow 2nd grade students access to whole class learning as well as differentiated learning due to deficits they experienced since the March of 2020. The online platforms we will be using for whole class instruction will also effectively address the individual child's deficits incurred due to the inconsistency of learning experienced this year from the pandemic.</td>
<td>20 Chromebooks requested</td>
<td>Purchase Chromebooks for hybrid situations in which families are without devices in the home.</td>
<td>$4,624.67</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$6,103.88</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
</tr>
<tr>
<td>2080-4-004</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>If Chromebooks for 20 second graders is deemed eligible, we would need to purchase a Chromebook cart for charging and storing the devices.</td>
<td>$1,154.24</td>
<td>Purchase a Chromebook cart for charging and storing new Chromebook devices</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$1,154.24</td>
<td>Tied to computer request, which was deemed ineligible</td>
<td></td>
</tr>
<tr>
<td>2080-4-005</td>
<td>Eligible</td>
<td>If 20 Chromebooks for Second Graders is deemed eligible, we would need to purchase Google Education Licenses for the 20 Chromebooks</td>
<td>20 Google Education Licenses requested</td>
<td>20 Google Education Licenses for Chromebooks</td>
<td>Educational technology - Software</td>
<td>$644.80</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Educational technology - Software</td>
<td>0</td>
<td>$806.00</td>
<td>Tied to computer request, which was deemed ineligible</td>
</tr>
</tbody>
</table>
St. John Elementary

Learniture 24 Device Charging Cart.

2244-4-018 Eligible Subject to
2244-4-014 Eligible Subject to
2244-4-006 Eligible Subject to
2244-4-002 Eligible Subject to
2244-4-001 Ineligible

2244-1-025 Eligible

To provide individual IPADS in the kindergarten classroom. To prevent the spread of COVID-19, individual headphones will allow students quarantined or while on remote learning due to COVID-19. Three charging carts would allow them to have their own set of devices to use. The IPAD cases, charging station, and screen protectors are the items needed to charge and protect devices.

2244-1-022 Eligible

To provide 15 Chromebooks in two different classrooms to prevent the spread of COVID-19. This will allow each of our classrooms to have their own set of 15 Chromebooks for individual student use. Currently, we utilize a cart of Chromebooks on each level of the building that classes share throughout the day. This age of students learn through all developmental modes such as fine motor skills, auditory, visually, tactile, sensory, etc. The IPADs will help with all these styles of learning and help close the learning gap due to learning loss affected by COVID-19.

 RECONSIDERATION REVIEW

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<th>Rationale for original ineligible recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2244-1-022</td>
<td>Eligible</td>
<td>To provide 15 Chromebooks in two different classrooms to prevent the spread of COVID-19. This will allow each of our classrooms to have their own set of 15 Chromebooks for individual student use. Currently, we utilize a cart of Chromebooks on each level of the building that classes share throughout the day. This age of students learn through all developmental modes such as fine motor skills, auditory, visually, tactile, sensory, etc. The IPADs will help with all these styles of learning and help close the learning gap due to learning loss affected by COVID-19.</td>
<td>30 Chromebooks</td>
<td>$10,343.11</td>
<td>Table 1 - Service Center Menu</td>
<td>Samsung Chromebook 4 - 11.6&quot; - Celeron N4000 - 6 GB RAM - 64 GB eMMC</td>
<td>To effectively facilitate distance learning due to COVID-19</td>
<td>Educational technology - Hardware</td>
<td>100</td>
<td>$34,477.09</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-1-025</td>
<td>Eligible</td>
<td>To provide individual IPADS in the kindergarten classroom for sanitation purposes. This will help prevent the spread of COVID-19. This will allow each of our classrooms to have their own set of tablets/devices for individual student use. Currently, we utilize a cart of devices on each level of the building that classes share throughout the day. This age of students learn through all developmental modes such as fine motor skills, auditory, visually, tactile, sensory, etc. The IPADs will help with all these styles of learning and help close the learning gap due to learning loss affected by COVID-19.</td>
<td>15 Apple 10.2-inch iPad Wi-Fi - 8th generation tablet - 32 GB - 10.2&quot;</td>
<td>$6,102.11</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple Mac Book Pro Laptops for Teachers. To effectively instruct students quarantined or in remote learning due to COVID-19.</td>
<td>To redesign instructional plans to meet the needs of our students and to effectively facilitate distance learning due to COVID-19. iPads will be used by Pre-K &amp; Kindergarten students. Students will be able to check out iPads to practice reading and math skills at home during remote learning, or to supplement additional practice to those that need it on a regular basis</td>
<td>Educational technology - Hardware</td>
<td>20</td>
<td>$8,136.15</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-001</td>
<td>Ineligible</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td>To address the learning loss affected by COVID-19 and to close the achievement gap, an interactive white board would aid in the projection of the teacher lessons so that all students would have the ability to see while maintaining adequate social distancing.</td>
<td>5 Promethean boards installed in classroom to effectively instruct students quarantined or in remote learning model due to COVID-19</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Promethean boards installed in classroom to effectively instruct students quarantined or in remote learning model due to COVID-19</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$66,160.97</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
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<tr>
<td>2244-4-002</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>To prevent the spread of COVID-19, 2 sets of 15 Chromebooks were requested for two classrooms, each student would have a Chromebook to use. Currently, our students share a cart of devices between grade levels on each level of the building. The charging cart would allow them to have their own set of Chromebooks and be able to keep them in their classroom.</td>
<td>2 Charging Carts</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Learning24 Device Charging Cart. To effectively instruct students that are quarantined or while on remote learning due to COVID-19. Three carts.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$2,260.96</td>
<td>Tied to computer request, which was deemed ineligible</td>
<td></td>
</tr>
<tr>
<td>2244-4-006</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>To address the need for teachers to be able to take their computer with them when they move classrooms to teach. These teacher laptops will also allow teachers to work on preparation, design instruction, plan lessons, etc. at home or off site. This gives us the ability to deep clean our building more frequently without the disruption or timing obstacles of teachers needing to work from their desktop computers in the classroom.</td>
<td>8 Apple Mac Book Pro Laptops for Teachers. To effectively instruct students quarantined or in remote learning model due to COVID-19.</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Apple Mac Book Pro Laptops for Teachers. To effectively instruct students quarantined or in remote learning model due to COVID-19.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$30,972.31</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>2244-4-014</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>To address the learning loss and to prevent the spread of COVID-19, individual head phones will allow our students to maintain social distance and work on their own device without distracting others while completing assignments.</td>
<td>0 Califon CA - 2 - 30 On Ear Stereo Headphones 1544104 pack of 30. To enhance learning affected by COVID-19 with our quarantined students and our remote learners, especially those children with Social/Emotional struggles. Headphones 1544104 pack of 30. To enhance learning affected by COVID-19 with our quarantined students and our remote learners, especially those children with Social/Emotional struggles.</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$282.88</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-018</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>To prevent the spread of COVID-19, individual IPADS were requested for our kindergarten classroom. Currently, our students share a cart of devices between grade levels on each level of the building. The IPAD cases, charging station, and screen protectors are the items needed to charge and protect devices.</td>
<td>15 cases, 15 screen protectors, 1 charging station</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$303.68</td>
<td>Tied to iPad request, which was deemed ineligible</td>
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<td>Request ID</td>
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<td>2244-4-046</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies.</td>
<td>$ 214.24</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Let's Find Out Scholastic Magazine for Kindergarten. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 214.24</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>2244-4-047</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target science.</td>
<td>$ 37.44</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Science Spin Scholar's Magazine for Kindergarten. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 37.44</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>2244-4-048</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies, as well as reading fluency and comprehension.</td>
<td>$ 237.12</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Scholar's News Magazine for 5th Grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 237.12</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>2244-4-049</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies, as well as reading fluency and comprehension.</td>
<td>$ 621.92</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>National Geographic Kids Magazines for 3rd Grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 621.92</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-050</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss and to prevent the spread of COVID-19, individual headphones will allow our students to maintain social distance and work on their own device without distracting others while completing assignments.</td>
<td>$ 359.84</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Music K-8 Subscription. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 359.84</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-062</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target vocabulary, reading fluency, comprehension, etc.</td>
<td>$ 382.72</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>CMediaâ&quot;&quot;halo retrievable stereo earbuds set of 20. To enhance learning affected by COVID-19 with our quarantined students and our remote learners, especially those children with Social/Emotional struggles.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 382.72</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-072</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies, as well as reading fluency and comprehension.</td>
<td>$ 224.64</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Vocabulary A-Z subscription for 4th grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 224.64</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
<tr>
<td>2244-4-073</td>
<td>Eligible</td>
<td></td>
<td>To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID-19. This will enhance our current curriculum and provide our students with another resource to target writing, reading fluency, comprehension, etc.</td>
<td>$ 191.36</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Writing A-Z subscription for 4th grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 191.36</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
<td></td>
</tr>
</tbody>
</table>
2246-1-004

Eligible

These Chromebooks will directly support the ability to social distance in our classrooms and support at home learning for students due to COVID 19 restrictions.

I will modify the number of requested Chromebooks from 75 down to 30 units.

$10,343.13

Table 1 - Service Center Menu

Samsung Chromebook 4 - 11.6" - Celeron N4000 - 6 GB RAM - 64 GB eMMC

To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.

Educational technology - Hardware

75

$25,857.82

Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.

2246-4-001

Ineligible

These Promethean boards will also allow our students to social distance properly in the classroom following COVID 19 guidelines while still being able to see the board well. This gives teachers the option to space students without putting the students in a position to miss information presented in class based on proximity or position.

$58,446.97

Table 4 - Other Requests

Promethean boards installed in classrooms to effectively instruct students quarantined or in remote learning model due to COVID 19.

Educational technology - Hardware

0

$58,446.97

Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.

2246-4-004

Eligible

Subject to substitution of a similar product to satisfy COVID need

These teacher laptops would allow us to have our teachers working on preparation, teacher work and grading, lesson planning etc... at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom as well as reduce time in the building in groups reducing risk of spread of COVID 19. Having more access to deep cleaning ability will directly allow us to reduce the risk of COVID 19.

$30,972.24

Table 4 - Other Requests

Apple Mac Book Pro laptops for Teachers.

Helping supplement teacher social emotional wellness, physical activity, and immune system against stress and inactivity due to COVID 19.

Educational technology - Hardware

0

$30,972.24

Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.

2246-4-004

Eligible

Subject to substitution of a similar product to satisfy COVID need

These teacher laptops would allow us to have our teachers working on preparation, teacher work and grading, lesson planning etc... at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom as well as reduce time in the building in groups reducing risk of spread of COVID 19. Having more access to deep cleaning ability will directly allow us to reduce the risk of COVID 19.

$30,972.24

Table 4 - Other Requests

Apple Mac Book Pro laptops for Teachers.

Helping supplement teacher social emotional wellness, physical activity, and immune system against stress and inactivity due to COVID 19.

Educational technology - Hardware

0

$30,972.24

Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.

2246-4-004

Eligible

Subject to substitution of a similar product to satisfy COVID need

These teacher laptops would allow us to have our teachers working on preparation, teacher work and grading, lesson planning etc... at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom as well as reduce time in the building in groups reducing risk of spread of COVID 19. Having more access to deep cleaning ability will directly allow us to reduce the risk of COVID 19.

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2246-4-004

Eligible

Subject to substitution of a similar product to satisfy COVID need

These teacher laptops would allow us to have our teachers working on preparation, teacher work and grading, lesson planning etc... at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom as well as reduce time in the building in groups reducing risk of spread of COVID 19. Having more access to deep cleaning ability will directly allow us to reduce the risk of COVID 19.

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Table 4 - Other Requests

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Educational technology - Hardware

0

$30,972.24

Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.
<table>
<thead>
<tr>
<th>Request ID</th>
<th>Eligibility</th>
<th>reccomendation</th>
<th>Notes</th>
<th>Revised description</th>
<th>Revised quantity</th>
<th>Revised dollar value</th>
<th>Request Category</th>
<th>Request</th>
<th>Original description</th>
<th>EANS allowable use</th>
<th>Original quantity</th>
<th>Original dollar value</th>
<th>Rationale for original ineligible recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2246-4-035</td>
<td>Ineligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need</td>
<td>This fridge will allow us to more effectively social distance at lunch time. Having an additional refrigerator will assist with these efforts as it will keep a number of students out of the lunch room and therefore reduce the risk of COVID-19.</td>
<td>1</td>
<td>$263.12</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Whirlpool mini refrigerator for storing lunches to assist in storing student lunches in the classroom due to COVID 19.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$263.12</td>
<td>Does not adequately describe how the request will address student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
<td></td>
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<tr>
<td>2246-4-055</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of cost vs. impact</td>
<td>These cameras will allow also for social distancing in the media classroom as we have 4 cameras now that must be shared. These additional two cameras would create 2 more groups possible which would allow for greater distance between students and less students per group which will directly help to decrease risk of COVID 19. With these two cameras, students will also not need to wait to use cameras due to size restrictions and space. This will help all students keep up with the pace of class that otherwise is slowed and time missed due to COVID 19 guidelines.</td>
<td>2</td>
<td>$4,426.24</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>2 Canon EOS 90D DSLR Camera Kits to supplement Digital Media curriculum for time in remote learning due to COVID 19.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$4,426.24</td>
<td>Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss</td>
<td></td>
</tr>
<tr>
<td>2246-4-056</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of cost vs. impact</td>
<td>Having these two tripods will help with keeping our media class social distanced due COVID 19 guidelines. Having 2 tripods currently, many groups wait to use. Having 2 additional tripods allow groups to be in separate areas and not have to wait for use of a restricted item that then slows their pace in class reducing time of production.</td>
<td>1</td>
<td>$1,144.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>2 Benro BH4 tripods to supplement Digital Media curriculum for time in remote learning due to COVID 19.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$1,144.00</td>
<td>Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss</td>
<td></td>
</tr>
<tr>
<td>2246-4-070</td>
<td>Ineligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need</td>
<td>The equipment requested in this line item is to directly support the STEM outdoors opportunity (2246-3-006) item. In order to effectively experience the outdoor the proper safe equipment is needed for students. This equipment will directly allow students the ability to learn about nature, science, and math through the outdoor activities we will be participating in. Having this equipment will both boost the listed social and emotional wellbeing of students, but will also provide the opportunity to participate in STEM activities while doing so.</td>
<td>1</td>
<td>$6,760.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Summer outdoor student academy 4 trips per summer to address student social and emotional wellbeing and loss of learning in science due to COVID 19 and remote learning.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$6,760.00</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
<td></td>
</tr>
<tr>
<td>2246-4-072</td>
<td>Not allowable under EANS allowable use</td>
<td>This item may have been more properly listed under physical barrier to facilitate social distancing. This intercom system allows us to have access to the intercom system from multiple sites so as to create more space for use instead of the existing one intercom unit that is at the desk of our secretary only. Having additional units would allow for more space and create a greater ability to social distance due to COVID 19 guidelines.</td>
<td>1 would be better than none, but two would be optimal.</td>
<td>1</td>
<td>$1,560.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>2 new intercom phone units to allow for social distancing needed to mitigate risk of exposure to COVID 19 in administrative offices for students, staff, faculty, and administration.</td>
<td>Educational technology - Other</td>
<td>0</td>
<td>$3,120.00</td>
<td>Does not adequately describe educational technology</td>
<td></td>
</tr>
<tr>
<td>2246-4-074</td>
<td>Ineligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID</td>
<td>These storage units will allow for greater social distance in the classroom. With an additional storage unit we could spread out the class and have a more limited number of students in any one given area. This will help us meet social distancing COVID 19 guidelines.</td>
<td>from 2 down to 1 unit</td>
<td>$1,608.88</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Cascade combo Science and Digital Media classroom storage units from Worthington Direct (# W2200808p) to supplement curriculum from remote learning time due to COVID 19.</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$3,217.76</td>
<td>Does not adequately describe why request is necessary to address an incremental COVID need or reasonable given cost vs. impact</td>
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<tr>
<td>2246-4-078</td>
<td>Ineligible</td>
<td>Some items not allowable under EANS allowable uses; request does not adequately describe why request is necessary and reasonable to address an incremental COVID need. I did not do a good job in linking this item to the approved positions (2246-007 and 2246-008) that are to run this opportunity. The opportunity would be of an immeasurable benefit to students as the one investment would lead to years of use. Included in the cost are the initial investments of trees, a well, a high tunnel hoop house (greenhouse), Tillers, hoses, and utility vehicle. The initial cost does seem like it may not meet a cost/benefit analysis, but the items being purchase would all have an extremely long longevity allowing for many uses in the future. An additional item to add would be that other classes could utilize (such as biology) the hoop house and equipment when studying our botany sections. I feel like the benefit, not only from STEM experience, but of growing produce and trees, landscaping, and a boost of known social and emotional well being would be something very worthwhile. I would ask that this be considered again. Could reduce utility vehicle cost by buying a used unit or eliminating which could reduce from $12,000 to $6,000 or $0</td>
<td>$ 41,653.84</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Major Student gardening and landscaping project to address their social and emotional health as well as enhance the existing science curriculum that was negatively effected from remote learning due to COVID 19</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 47,653.84</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
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<tr>
<td>3144-4-008</td>
<td>Eligible</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>A subscription to an online learning platform for student engagement that will offer individualization and differentiation of skills for 100 K-2 students. Through assessment data our students have holes and gaps in math, reading and phonics. The subscription to the online platform will offer the ability for teachers to assign differentiated remediation of these skill areas. It will allow students, teachers and parents to communicate regarding the practice sessions. Students will gain skills to be successful before moving to the next skill.</td>
<td>10</td>
<td>$ 3,031.60</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Seesaw subscription for school used for a hybrid learning platform for students in quarantine and as a communication tool for parents and teachers</td>
<td>Educational technology - Connectivity</td>
<td>0</td>
<td>$ 3,031.60</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
</tr>
<tr>
<td>3144-4-009</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>In need of 10 document cameras for teachers in K-4 to specifically use to aid 165 students who have been identified with need for learning recovery in math and reading. This subset of students have been identified as having a strength in visual learning for which we will capitalize on in order to aid this subset of students to grasp math skills that have been identified as below grade level. These are students who prior to March 2020 did not perform below grade level. The lack of consistency of remote/hybrid and quarantine has put this group of students in the below grade level performance range</td>
<td></td>
<td>10</td>
<td>$ 3,328.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>20 Document cameras for teacher usage during hybrid learning due to Covid</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 6,656.00</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>Request ID</td>
<td>Eligibility reconsideration recommendation</td>
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<td>Revised description</td>
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<tr>
<td>4560-4-004</td>
<td>ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students</td>
<td>Chrome books during this Covid period are a vital part of being able to continue to educate students, if and when they need to be at home learners. Technology needs to be reliable and up to certain standards to be able to meet the needs of the students that we, as a school community, are trying to serve. Because of the limited amount of chromebooks that we have access to, and the wide variety of issues these chromebooks have, many students that needed to quarantine because of Covid issues had difficulty being able to stay in line with learners that were able to stay in school. Although we have been in person we have had students in quarantine at different times which forces students and teachers to learn and teach virtually during these time periods. Although we have been in person we have had students in quarantine at different times which forces students and teachers to learn and teach virtually during these time periods. To ensure adequate learning is taking place we need dependable chromebooks for everyone in the school.</td>
<td>$10,400.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>We have had many Chromebooks broken when they were sent home because of Covid. We need to purchase new Chromebooks to ensure everyone has a workable Chromebook to take home if needed.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$10,400.00</td>
<td>Request does not directly address learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
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<td>Request ID</td>
<td>Eligibility</td>
<td>Reconsideration recommendation</td>
<td>Notes</td>
<td>Revised description</td>
<td>Revised quantity</td>
<td>Revised dollar value</td>
<td>Request Category</td>
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<td>5152-1-012</td>
<td>Eligible</td>
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<td>We have had eight K-3 classrooms sharing two carts of Chromebooks during the Covid 19 pandemic. The addition of these Chromebooks would allow less sharing of technology among students to help reduce the spread of the virus. Every student has used apps and on-line programs needed to promote socially distanced learning. Additional student technology will provide for increased individualized and differentiated instruction in the recovery of learning gaps.</td>
<td>15</td>
<td>$4,344.17</td>
<td>Table 1 - Service Center Menu</td>
<td>ASUS Chromebook 12 C223NA-DH02 - 11.6&quot; - Celeron N3350 - 4 GB RAM - 32 GB e</td>
<td>We have students with outdated technology for working with their teachers in the variety of learning styles required during the Covid 19 pandemic. Every student has the potential of being taught in a Zoom class due to being in quarantine. Every student has used apps and on-line programs needed to promote socially distanced learning. Updated technology hardware will provide more reliable teaching and learning, plus allows for individualized and differentiated instruction in the recovery of learning gaps.</td>
<td>Educational technology - Hardware</td>
<td>20</td>
<td>$5,792.23</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<td>5152-1-013</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Pre-Covid 19, students moved from their home classroom to their specials teacher's classroom for Art, Music, Library, computer, and STEM instruction. To provide spacing, social distancing, and pods of students to prevent Covid exposure and spread during the pandemic, we switched the process so that the students stayed in their home classroom and the specials teachers came to them. The addition of five laptops allows these teachers to bring their mobile technology to class with them while not invading the space of the home teacher's desktop. The end result would be more sanitary use of teacher technology.</td>
<td>5</td>
<td>$4,177.03</td>
<td>Table 1 - Service Center Menu</td>
<td>Acer TravelMate P6 14&quot; Core i5-8250U RAM 8GB RAM 256GB Windows 10 Pro</td>
<td>We have teachers with outdated desk technology for working with their students in the variety of presentation styles required during the Covid 19 pandemic. Every teacher has taught Zoom classes to students in isolation. Every teacher has used Smartboards for class presentations due to needed socially distanced whole group instruction replacing smaller groups. Updated technology hardware will provide more reliable teaching and learning.</td>
<td>Educational technology - Hardware</td>
<td>5</td>
<td>$4,177.03</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<td>6060-4-004</td>
<td>Eligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need</td>
<td>The original request for these 20 Chromebook said they would be for the kindergarten class. They were deemed ineligible, according to the notes, because in the “Funding Need” portion of the application it was stated that Eser funds were already used to buy Chromebooks for kindergarten. We would like to clarify that the Eser funds bought Chromebooks for the 2020-2021 kindergarten students. Those Chromebooks will be passed on with those same students to first grade. This request was intended for the incoming kindergarten class of 2021-2022. Therefore, this request is for a different set of specific students. Chromebooks for each 2021-2022 kindergarten student are essential so that every student has access to programs we are using to individual learning as needed to fill the gaps that occurred when students were remote and had interruptions in their learning. This is especially true for our 2021-2022 kindergarten class as over 50% of the students did not even attend Pre-Kindergarten due to concerns their parents had over COVID-19 and the required regulations. Therefore, the gaps of learning are going to be significant for this group of students as they enter kindergarten.</td>
<td>$8,694.40</td>
<td>Table 4 - Other Requests</td>
<td>New Service for kindergarten making kindergarten 1:1 as an increase in usage of software programs to help close the learning gap makes the devices a necessity. They currently use outdated laptops</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$8,694.40</td>
<td>It appears that the school has already received ESSER funds to purchase chromebooks for kindergarten as per description in Funding Need portion of the application.</td>
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<td>6486-1-001</td>
<td>Eligible</td>
<td>Due to COVID-19, we sent iPads home with students during the last semester of 2020 for remote learning. We have sent numerous iPads home during the 2020-2021 school year when students were quarantined or tested positive to COVID-19. Because of this extra wear and tear on our old devices, we now have iPads that need to be replaced. If we do not replace these, students will have to share devices. By purchasing more iPads, students will not have to share devices in class, thus reducing the chance of spreading COVID-19. The new iPads will help us address learning loss of our students by providing devices for educational activities and programs aimed at helping them gain back some of the instruction they missed due to COVID-19 interruptions.</td>
<td>$10,576.99</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2&quot;</td>
<td>COVID-19 forced us to move to online instruction, which required each student to have their own personal device. Many of our current iPads are dated, ranging from 3 - 10 years old. With the increased use as students took their iPads home and used them on a daily basis, our devices have taken a lot of extra wear and tear. Having newer iPads will allow us to continue providing quality in-class instruction while also having reliable devices for any online instruction we may have to provide in the future.</td>
<td>Educational technology - Hardware</td>
<td>50</td>
<td>$20,340.37</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>6486-1-002</td>
<td>Eligible</td>
<td>Teachers and support staff use iPads daily for instruction for all students in their classrooms. COVID-19 increased their use even more as teachers used them to Zoom with remote students in the spring of 2020, and then during the 2020-2021 school year with students who were remote due to quarantines or COVID-19 illness. There was a great deal of wear and the iPads these teachers and support staff are using are minimally functional. Teachers and support staff need functional iPads in order to address learning loss with students who missed many hours of school due to COVID-19. They will use them with all students to deliver instruction during summer programs, after school programs, and during daily instruction.</td>
<td>$8,142.32</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi + Cellular - 7th generation - tablet - 128 GB - 10.2&quot;</td>
<td>With the move to online instruction, our teachers and support personnel used their iPads on a daily basis causing increased wear and tear. Their iPads are over ten years old, and having updated devices would greatly improve their ability to provide quality instruction whether in class or online.</td>
<td>Educational technology - Hardware</td>
<td>17</td>
<td>$11,534.95</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<td>Revised dollar value</td>
<td>Request Category</td>
<td>Request</td>
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<td>EANS allowable use</td>
<td>Original quantity</td>
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<td>Rationale for original ineligible recommendation</td>
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<tr>
<td>6664-1-007</td>
<td>Eligible</td>
<td>This technology will be used by students in the learning centers and small groups to allow for more social distancing. These students will be getting additional services due to learning loss from the pandemic.</td>
<td>1</td>
<td>$20,340.37</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2&quot;</td>
<td>Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.</td>
<td>Educational technology - Hardware</td>
<td>50</td>
<td>$20,340.37</td>
<td>Does not adequately describe how request will enable social distancing</td>
<td></td>
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<tr>
<td>6664-1-008</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>50</td>
<td>$66,759.52</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple MacBook Pro with Touch Bar - 13.3&quot; - Core i5 - 8 GB RAM - 256 GB SSD</td>
<td>Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.</td>
<td>Educational technology - Hardware</td>
<td>100</td>
<td>$133,519.05</td>
<td>Does not adequately describe how request will enable social distancing</td>
<td></td>
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<tr>
<td>6664-1-010</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of cost vs. impact</td>
<td>6</td>
<td>$50,452.52</td>
<td>Table 1 - Service Center Menu</td>
<td>Promethean ACTIVpanel Titanium Pro 75&quot; 4K 75&quot; LED display - 4K</td>
<td>Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.</td>
<td>Educational technology - Other</td>
<td>8</td>
<td>$67,270.02</td>
<td>Does not adequately demonstrate reasonableness of cost vs. impact</td>
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### RECONSIDERATION REVIEW

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<tbody>
<tr>
<td>7036-1-033</td>
<td>Ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students</td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. We also know 30% of our staff was in quarantine at some point during the school year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We are requesting laptops for our teachers to use specifically when they are in a remote learning environment due to a COVID related need. Teachers must have a mobile device to respond to parents, students and staff needs in a digital learning environment that developed from a COVID restriction.</td>
<td>Modified Quantity - 10 Devices</td>
<td>$ 15,430.67</td>
<td>Dell Latitude 5410 - 14&quot; - Core i5 10210U - 8 GB RAM - 256 GB SSD</td>
<td>Laptop for teachers in the event they are required to move into quarantine for a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.</td>
<td>$ 18,306.33</td>
<td>15</td>
<td>$ 23,146.01</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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</tr>
<tr>
<td>7036-1-034</td>
<td>Ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students</td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We have approval for Dream Box Math to meet the Math learning loss we are seeing in our students from lost instruction during Spring of 2020. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020. Our current devices are old and do not support more current apps that we need to meet student needs. Additionally, allowing each teacher a device to teach both in-person and remote learners simultaneously.</td>
<td>Modified Quantity 45</td>
<td>$ 18,306.33</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2&quot;</td>
<td>Allowing for a device for each student in the event of remote learning requirement; also to eliminate shared materials between students, and to allow access to online reteach/remediation programs.</td>
<td>$ 20,340.37</td>
<td>50</td>
<td>$ 20,340.37</td>
<td>Does not adequately demonstrate reasonableness of quantity; additional request for 75 computers for students in Table 4 makes the total device request surpass current enrollment.</td>
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<tr>
<td>7036-1-035</td>
<td>Tied to devices deemed ineligible</td>
<td></td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020, as well as to increase engagement during these difficult times caused by COVID, family illness and quarantines. A MacBook is requested to use as a MDM for our newly requested iPads.</td>
<td>Modified Request 2 MacBooks</td>
<td>$ 2,670.38</td>
<td>Apple MacBook Pro with Touch Bar - 13.3&quot; - Core i5 - 8 GB RAM - 256 GB SSD</td>
<td>Laptop for teachers in the event they are required to move into quarantine for a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.</td>
<td>$ 5,340.76</td>
<td>4</td>
<td>$ 5,340.76</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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<tr>
<td>7036-1-037</td>
<td>ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students</td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning at some point during the school year. These quarantines are all related to COVID. Having webcams available is necessary to meet our remote and in-person student need.</td>
<td>Modified Request: 10 Smartboards, 10 Smart Document Cameras, 10 SmartPodiums</td>
<td>$ 65,554.67</td>
<td>Table 4 - Other Requests</td>
<td>Modification</td>
<td>HP 11 A Chromebook 4 GB RAM 32 GB Storage -- these chromebooks will allow students 1:1 technology that is up-to-date to run programs necessary to remediate learning loss or to use at home in the event of remote learning.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 31,902.00</td>
<td>Does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7036-4-011</td>
<td>ineligible</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students</td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners in a fully digital environment at all times. Using data from the current year, we know that 40% of our students were in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. Having webcams available is necessary to meet our remote and in-person student need. In addition, Chromebooks will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement.</td>
<td>Modified Request: 55 Chromebooks</td>
<td>$ 23,394.80</td>
<td>Table 4 - Other Requests</td>
<td>Modification</td>
<td>HP 11 A Chromebook 4 GB RAM 32 GB Storage -- these chromebooks will allow students 1:1 technology that is up-to-date to run programs necessary to remediate learning loss or to use at home in the event of remote learning.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 31,902.00</td>
<td>Does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7036-4-019</td>
<td>ineligible</td>
<td>Does not demonstrate reasonableness of cost vs. impact</td>
<td>Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards as well as to close learning gaps that have resulted from the pandemic. Research shows that technology is an effective tool to maintain student engagement. Our classrooms need SmartBoards that allow for student engagement in a socially distanced classroom, as well as a tool that will be used for remote learners to interface with in person learners. We must have technology that allows our remote learners to be integrated as much as possible, have high levels of engagement and continue to build community with our in-person learners. Updated equipment is necessary to meet this student need.</td>
<td>Modified request: 10 Smartboards, 10 Smart Document Cameras, 10 SmartPodiums</td>
<td>$ 65,554.67</td>
<td>Table 4 - Other Requests</td>
<td>Modification</td>
<td>Smartboards with Smart document camera to meet in person and remote learners simultaneously. The quote attached also include the Smartpodium and pen to allow for maximum teacher mobility throughout the learning environment.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 98,332.00</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7145-1-001</td>
<td>Eligible</td>
<td>We are requesting iPads to be used during summer tutoring and the following school years (2021 through 2023). iPads will be used to address learning loss due to COVID-19 utilizing currently owned educational software. During summer learning we will have small learning groups based on assessment scores using a MTSS model. We would like to use the same iPads the following school years for students of poverty and ESOL to be used for homework if we find it necessary to switch to remote learning.</td>
<td></td>
<td>$ 4,068.07</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - Tablet - 32 GB - 10.2&quot;</td>
<td>Purchase 10 iPads to be checked out to at risk quarantined students given 13% of families report no device at home.</td>
<td>Educational technology - Hardware</td>
<td>10</td>
<td>$ 4,068.07</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7145-1-002</td>
<td>Eligible</td>
<td>We are requesting Apple MacBooks to be checked out to classroom teachers conducting summer learning and after school tutoring during the summer 2021 through summer 2023 time periods. Tutoring will be used to address learning loss during COVID-19. We will use the same MacBooks throughout the regular school year when teachers work with students of high poverty and second languages in a tutoring capacity. Both summer learning and tutoring will involve small learning groups based on assessment scores using a MTSS model.</td>
<td></td>
<td>$ 2,670.38</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple MacBook Pro with Touch Bar - 13.3&quot; - Core i5 - 8 GB RAM - 256 GB SSD</td>
<td>Purchase 2 MacBooks to be checked out to classroom teachers quarantined at home. We learned it’s necessary to have a device BOTH w/ the regular teacher as well as a second device to be used in the classroom by substitutes during hybrid and inperson learning.</td>
<td>Educational technology - Hardware</td>
<td>2</td>
<td>$ 2,670.38</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7145-1-019</td>
<td>Ineligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need.</td>
<td></td>
<td>$ 352.25</td>
<td>Table 1 - Service Center Menu</td>
<td>HP Laserjet Pro M404dn - Monochrome - Laser - Printer</td>
<td>Purchase Laserjet printer to be used for printing packet materials for at risk students in hybrid or remote learning models</td>
<td>Educational technology - Other</td>
<td>1</td>
<td>$ 352.25</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need</td>
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<tr>
<td>7340-1-001</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>These laptops will allow staff to utilize various software programs to provide individualized instruction as well as small group instruction to students based on need and learning loss. It will also allow them to track student growth, research best practices and develop plans to address student learning needs and learning loss. Currently our staff does not have access to devices to support these targeted students. Our Fastbridge assessment data shows that our students averaged a 35.5% learning loss from fall 2019 to fall 2020 due to the pandemic, with some groups of students showing a loss of more than 50%.</td>
<td>$18,823.03</td>
<td>Table 1 - Service Center Menu</td>
<td>HP EliteBook 840 G7 14&quot; Core i7-10610U 32GB RAM 512GB Win 10 Pro</td>
<td>Teacher/Staff Laptops: More memory and higher processor speed for teachers to do recording videos, live streaming and video conferencing and to accommodate newer software demands due to the pandemic have put a strain on our current laptop usage.</td>
<td>Educational technology - Hardware</td>
<td>8</td>
<td>$18,823.03</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person).</td>
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</table>
Ascension Catholic School plans to address COVID related learning loss and individual technology access in the near future. Based on Measures of Academic Progress reports for Fall 2019-2020 and Winter 2021, grades two, third and fourth demonstrate learning loss identified in the following data. In comparing Fall 2019-2020 scores, over half of second and third grade students failed to meet the projected growth in both Reading and Math. Scores indicate less than 24 percent of 3rd grade students and less than 45 percent of 2nd grade students met projected growth in Reading and Math.

Review of Winter 2021 scores indicates continued loss of learning with over fifty percent of students in 3rd and 4th grade falling in the category of low growth for all low and high achievers. Student access to technology designed to assist with literacy and math skills, such as Lexia and IXL, is an individualized reasonable means to recover learning loss. Constant sanitation of shared devices has caused increased wear and breakage of current devices.

Providing individual Chromebooks for Ascension students in grades two through four is an appropriate, reasonable and allocable means to address these deficiencies over the next three years.

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<tr>
<td>7784-1-001</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td>$ 42,589.56</td>
<td>Table 1 - Service Center Menu</td>
<td>ASUS Chromebook 12 C223NA-DH02 - 11.6&quot; - Celeron N3350 - 4 GB RAM - 32 GB eMMC</td>
<td>Educational Technology - Hardware</td>
<td></td>
<td>150</td>
<td>$ 42,589.56</td>
<td>Does not adequately describe how request will address an incremental COVID need</td>
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<tr>
<td>7980-2-001</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of personnel type vs. stated need</td>
<td>Licensed Building or District Administrator for Social-Emotional Support and Academic Intervention</td>
<td>Due to loss of academic instruction and social-emotional growth from nearly 6 months of no in person school and quarantine periods of 14-28 days at a time due to COVID, our school has experienced an increase of student absenteeism, student and teacher anxiety, student and staff depression, student anti-social behaviors, and student loss of academic skills in literacy and math. Classroom teachers are overwhelmed with the sheer number of students that are in need of intervention for academics and/or behavior. We are in need of a new position to lead a CARE (Collaborative, Affective, Responsive Educational) Team (currently chaired by principal) to support and guide teachers with academic and behavioral interventions, provide tier 2 and 3 academic and behavior interventions, and partner with the counselor to support the growing social-emotional needs of the students, and to support remotely learning students during COVID quarantine. Additional personnel with appropriate knowledge of MTSS will allow us to close the gaps caused by the loss of school April and May 2020 and the long periods of quarantine due to COVID exposure.</td>
<td>$ 178,262.10</td>
<td>Table 2 - Full-Time Personnel</td>
<td>Licensed Building or District Administrator</td>
<td>Social-Emotional Support, Academic Interventionist</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$ 178,262.10</td>
<td>School clarified that intent is to hire an additional assistance principal; intended role Does not directly address an incremental COVID need</td>
</tr>
<tr>
<td>7980-4-001</td>
<td>Eligible</td>
<td>Eligible for 1/3 of original requested quantity (117); subject to substitution of a similar product to satisfy COVID need</td>
<td>The Google platform on Chromebooks allows students to continue with the best practice of collaborative learning in the classroom and still maintaining the recommended social distance due to COVID. Students required to stay 3-6 feet from each other during the school day are able to use the Google platform on Chromebooks for group projects, small group discussion, virtual science labs, test reviews, as well as attend school remotely during COVID quarantine. After students returned for the 2020-2021 school year, there was a wide range of academic skills, and many demonstrated significant loss in literacy and numeracy skills during the six months they were out of school due to COVID. Chromebooks allow teachers to differentiate academic practice according to individual student needs on programs such as Lexia Core 5, IXL, Xtra Math, as well as individual assessments to progress monitor learning. We need reliable mobile devices to be able to continue student collaborative learning while socially-distanced, differentiate student academic practice, and monitor the progress of student learning to close learning gaps from the loss of academic instruction last spring when in person school was suspended due to the COVID-19 pandemic.</td>
<td>$ 29,550.86</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Mobile devices damaged and overused during remote learning during the COVID-19 pandemic and need to be replaced</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$ 88,400.00</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
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<td>8566-1-002</td>
<td>Eligible</td>
<td>Does not directly address an incremental COVID-19 need</td>
<td>Microsoft Office Licensing would be added to teachers' computers, providing them an additional way to plan and present lessons to students who fell behind due to COVID and remote learning. Teachers are continually communicating with parents through notes and lesson plans to assure no one falls further behind.</td>
<td>$1,787.51</td>
<td>Table 1 - Service Center Menu</td>
<td>Microsoft Office Licensing</td>
<td>Faculty will use it</td>
<td>Educational technology - Software</td>
<td>11</td>
<td>$1,787.51</td>
<td>Does not directly address an incremental COVID-19 need</td>
<td></td>
</tr>
<tr>
<td>8566-1-006</td>
<td>Eligible</td>
<td>Chromebooks will be used during summer school by students to address learning loss of remote learners. Students will engage in programs that evaluate and then design lessons for specific needs.</td>
<td>We would like to have all the chromebooks for summer school of 2021. The number of summer school students is greater than we first anticipated.</td>
<td>$8,503.20</td>
<td>Table 1 - Service Center Menu</td>
<td>Samsung Chromebook 4 - 11.6&quot; - Celeron N4020 - 4 GB RAM - 64 GB eMMC</td>
<td>These will be used by students in class and remote learning.</td>
<td>Educational technology - Hardware</td>
<td>30</td>
<td>$8,503.20</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Does not describe how request will be used in class to address learning loss</td>
<td></td>
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<tr>
<td>8566-4-002</td>
<td>Eligible</td>
<td>Intro to Reading provides for whole class instruction, small group instruction and pull out interventions. We would be able to print materials for individual use to maintain no contact between students. In addition they provide on-line assessments. Running records can be kept online with suggestions on where specific instruction is needed to fill in the gaps. Half of each class showed a decline in their ELA assessment and two additional students did not make any gains. Over half of our students need interventions due to learning loss. This is an intervention that would provide a cohesive, integrated program to meet everyone's needs.</td>
<td></td>
<td></td>
<td>Table 4 - Other Requests</td>
<td>New Service into Reading K-6</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$23,920.00</td>
<td>Does not adequately describe how the request will address student learning loss / incremental COVID need</td>
<td></td>
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<tr>
<td>8566-4-004</td>
<td>Eligible</td>
<td>Child First word kits provide visual, kinesthetic and auditory instruction on vocabulary for our primary students. This allows all learners to be taught in a way that they best learn. Each kit is divided into leveled word lists. This will enable our teachers to provide whole group instruction and to differentiate for students at their level. Thus meeting the needs of all of our students. Approximately one third of our students have learning loss due to COVID and remote learning last spring.</td>
<td></td>
<td></td>
<td>Table 4 - Other Requests</td>
<td>New Service Child First word kits</td>
<td>Redeveloping instructional plans for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$625.87</td>
<td>Does not adequately describe how the request will address student learning loss / incremental COVID need</td>
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<td>Request ID</td>
<td>Eligibility</td>
<td>Reconsideration Recommendation</td>
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<tr>
<td>9002-1-001</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>We have many students in each grade, K-2, from our Acadience progress monitoring in both Reading and Math that are behind academically due to a loss of learning with COVID-19. Our students K-2 are assessed in their reading growth through Raz Kids, a program that assesses both fluency and reading comprehension. In the Fall of 2021, we had 36% of our students fall well below grade level to begin the 2020-2021 school year. This percentage was about 10% greater than the previous year. In order to decrease this learning gap in our students, we are asking for ipads. These ipads will allow students in class accessibility to our Raz-Kids (A to Z reading program). This will support progress monitoring. Students will be able to take online assessments using these devices on a daily basis to continue working on their reading fluency and comprehension skills. We currently have zero iPads in our entire building. For next year (21-22) we will have 220 K-2 students enrolled in our building. Our proposal for iPads would give us a 2-1 student to iPad ratio in the classroom for our students.</td>
<td>65,496.00</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2&quot;</td>
<td>Due to COVID-19 we are asking teachers to utilize more technology in the classrooms. Teachers will increase interaction and engagement of students with greater access to instructional materials to address learning loss.</td>
<td>Educational technology - Connectivity</td>
<td>161</td>
<td>$65,496.00</td>
<td>Does not adequately demonstrate how request for iPads for staff will address student learning loss</td>
</tr>
<tr>
<td>9002-1-002</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>We have many students at each grade level from 3rd-8th grade, from our MAP and Acadience progress monitoring in both Reading and Math that are behind academically due to a loss of learning with COVID-19. Our students gr. 3-8 are assessed in reading with Acadience and students gr. 3-8 with MAP. Our MAP data shows that in the fall of 2020 we had multiple grade levels (3, 7, 8) that were below fall 2019 averages showing a loss of learning due to COVID-19. In order to decrease this learning gap in our students, we are asking for Chromebooks. Students will be able to access our math &amp; reading digital curriculum as well as several other digital resources we subscribe to annually. In spring of 20’ we also lent out Chromebooks to all school families (400+) for remote learning. Approx. 50 Chromebooks were either damaged to the point of needing replaced or not returned.</td>
<td>21,294.78</td>
<td>Table 1 - Service Center Menu</td>
<td>ASUS Chromebook 12 C223NA-DH02 11.6&quot; - Celeron N3350 - 4 GB RAM - 32 GB eMMC</td>
<td>We currently utilize Chromebooks at our school. Due to COVID19 we have many chromebooks that have had extra use over the last 12 months and need to be replaced. In addition, we continue to grow enrollment. We also have all students, K-8 that utilize the Google classroom and need access with a Chromebook.</td>
<td>Educational technology - Connectivity</td>
<td>75</td>
<td>$21,294.78</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
</tr>
<tr>
<td>9002-4-002</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>If 9002-1-001 is approved, we would like cases to protect the devices</td>
<td></td>
<td>2,344.16</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>ProCase iPad 10.2 Case 2020 iPad 8th Generation for iPads to address technology needs due to COVID-19</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$2,344.16</td>
<td>Tied to computer request, which was deemed ineligible</td>
</tr>
<tr>
<td>9002-4-007</td>
<td>Eligible</td>
<td>Subject to substitution of a similar product to satisfy COVID need</td>
<td>If 9002-1-001 is approved, carts to hold the devices would be beneficial for charging, storage, and transportation.</td>
<td></td>
<td>3,931.20</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Carts to hold iPads for COVID-19 technology needs</td>
<td>Educational technology - Connectivity</td>
<td>0</td>
<td>$3,931.20</td>
<td>Tied to computer request, which was deemed ineligible</td>
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<td>9015-1-005</td>
<td>Eligible</td>
<td></td>
<td>Our school requested and had approved several carts of iPads. The Apple Macbook Pro’s that were denied are needed to program and add all apps to the iPads. The installation of these programs runs through the Macbook, which is connected to the cart to run the apple account and configure the iPads.</td>
<td></td>
<td>$2,670.38</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple MacBook Pro with Touch Bar - 13.3” - Core i5 - 8 GB RAM - 256 GB SSD</td>
<td>This item will enhance the use of technology. The laptop will control the Apple iPads download system. The iPads were requested to allow one to one use for students.</td>
<td>Educational technology - Hardware</td>
<td>2</td>
<td>$2,670.38</td>
<td>Does not adequately demonstrate how the request for MacBooks is necessary to address learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
</tr>
<tr>
<td>9015-2-001</td>
<td>Eligible</td>
<td></td>
<td>We did receive approval for this certified position for a learning center teacher. A salary of $44,000 was populated automatically in the dropdown box. The certified staff member that would like to take this position is currently a staff member at our school. They will go through the new hire process through Orion. I would like to request a salary of $44,200 to meet where she is on the current salary scale.</td>
<td></td>
<td>$152,773.66</td>
<td>Table 2 - Full-Time Personnel</td>
<td>Certified Teacher</td>
<td>A full-time learning center teacher is essential in providing instruction to help students get back on track due to learning loss during the pandemic. This certified teacher will work with individual students as well as helping teachers plan instruction to meet the needs of all students.</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>0</td>
<td>$142,861.50</td>
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</table>
According to NWEA MAP Reports, 60% of our students dropped in percentile placement from the Fall 2019 school year to the Fall of 2020 school year. We would like to provide professional development to our teachers so they are equipped to provide strategic interventions to address learning loss due to COVID, specifically in the area of Math. This specific professional learning will provide evidence based training that will allow our teachers to intentionally meet the needs of students in this post-COVID year.

Due to our interim Kansas assessment data, we have been able to pinpoint specific students who would benefit from our teachers being able to address students’ identified needs. We have also been able to identify specific skills that need to be targeted at each grade level. Therefore the need for coaching in those identified areas is necessary. Our interim data shows at least one-third to almost two-thirds of each grade level’s standards are understood by less than 60% of our students. Our teachers have not received coaching in targeting instructional needs.
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<tbody>
<tr>
<td>9023-3-001</td>
<td>Eligible</td>
<td></td>
<td>A school counselor is imperative in supporting our students with the social and emotional repercussions created by the pandemic. The differences between the previous year to the current year has made it clear we need more mental health and SEL support for our students and staff. The students would benefit from a program implemented by a school counselor that will provide students with social awareness, emotional intelligence and self-regulation of behavior. These skills will drive home the importance of social emotional learning to students academic success and later success in life. Our school population is 51% minority and this subgroup often times does not have access to this type of service outside the school setting. The rising amount of mental health emergencies and suicidal threats within our building, starting as low as third grade, deems the need of a mental health professional on-site at minimum for three days a week for more support.</td>
<td>$63,835.32</td>
<td>Table 3 - Part-Time Personnel</td>
<td>0.00</td>
<td></td>
<td>The impact of the pandemic has resulted in social and emotional concerns of all our student body. The differences between the previous year to this year has made it clear we need more support for our students staff in this area. Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>1773</td>
<td>$1,070.06</td>
<td>Does not adequately describe why request is reasonable and necessary to meet stated purpose</td>
<td></td>
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<tr>
<td>9023-4-003</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of cost vs. impact</td>
<td>School shutdowns have proven racial disparities in learning and achievement. Assessment data from this fall, shows that students, on average, started school about three to five months behind where we would expect them to be in mathematics. Students of color were about three to five months behind in learning while students were about one to three months behind. Being that our school population is 51% minority, we need to provide the best interventions in mathematics and to better support our students. A math lab would benefit our students and support them in bridging the achievement gaps Covid has created especially for our students in the specific subgroups with the biggest deficits. When Math Labs become an integral part of the school's culture, they allow teachers and school leaders to negotiate how they position and empower students; what opportunities they give students to learn rich mathematics; and what shared professional values guide their inquiry into students' mathematical learning. Math labs have proven to increase state assessment scores by over 50% in three year periods and also help close the gap between white and student minority groups. Providing our students with a math lab will help increase achievement in math.</td>
<td>$9,568.00</td>
<td>Table 4 - Other Requests</td>
<td>New Service</td>
<td>Creating a math hub for paraprofessionals, teachers and students to utilize to improve math skills for better understanding and introduce and reinforce skills lost during 4th quarter during the stay at home order will advance students skills with the tools needed for better understanding. Educational technology - Hardware</td>
<td>0</td>
<td>$14,768.00</td>
<td>Does not adequately describe why request is reasonable and necessary to meet stated purpose</td>
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<tr>
<td>9710-1-002</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>This technology is needed for our students to connect remotely during distance learning. The Chromebooks will be used for zoom sessions, to submit assignments, and to email and communicate with teachers.</td>
<td>24 needed this school year</td>
<td>$7,768.45</td>
<td>Table 1 - Service Center Menu</td>
<td>HP Chromebook 14A G5 - 14&quot; - A4912DC - 4 GB RAM - 32 GB eMMC - US</td>
<td>This technology allows our middle school students to increase their attendance rates by connecting remotely when choosing distance learning or when sick/absent/quarantining from school due to COVID-19. &lt;br&gt;Chromebooks also increase student communication with all teachers when not able to speak in person.</td>
<td>Educational technology - Hardware</td>
<td>26</td>
<td>$8,415.82</td>
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<tr>
<td>9710-1-003</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>This technology will allow our students to connect remotely when distance learning. The iPads will be used for Zoom sessions, to submit assignments on the teacher’s website, and to email and communicate with the teacher.</td>
<td>6 are needed for this school year</td>
<td>$2,440.84</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2&quot;</td>
<td>iPads are needed for our younger-grade distance learning students, and to help those that need to connect remotely due to quarantining or illness and COVID-19 issues.</td>
<td>Educational technology - Hardware</td>
<td>14</td>
<td>$5,695.30</td>
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<tr>
<td>9710-4-002</td>
<td>Eligible</td>
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<td>This software provides reliable testing for students in the area of reading comprehension, and can be used online/remote for students who are unable to attend school in person. This provides the teacher with data and feedback that can be used to modify instruction and ensure all students are learning and progressing in the area of reading. This particular software is needed since it can be implemented remotely for online learners.</td>
<td>$5,050.24</td>
<td>Table 4 - Other Requests</td>
<td>New Service Renaissance Learning Accelerated Reader Program - allows for independent reading comprehension monitoring, and testing at home when students are remote</td>
<td>Educational technology - Software</td>
<td>0</td>
<td>$5,050.24</td>
<td>Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.</td>
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<tr>
<td>9892-1-001</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of quantity (does not identify number of Tier 2 and 3 students)</td>
<td>To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms.</td>
<td>$80,111.43</td>
<td>Table 1 - Service Center Menu</td>
<td>Apple MacBook Pro with Touch Bar - 13.3&quot; - Core i5 - 8 GB RAM - 256 GB SSD</td>
<td>Our current 1:1 student and teacher devices are 7+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class and remotely. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.</td>
<td>Educational technology - Hardware</td>
<td>60</td>
<td>$80,111.43</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
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<tr>
<td>9892-1-002</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of quantity (does not identify number of Tier 2 and 3 students)</td>
<td>To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms.</td>
<td>$117,734.12</td>
<td>Table 1 - Service Center Menu</td>
<td>Dell Latitude 3190 2-in-1 - 11.6&quot; - Pentium Silver N5030 - 4 GB RAM - 128 GB</td>
<td>Our current classroom devices are 6+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class. However, they are so old, we are unable to send them home. The batteries are shot, so they will only work when plugged in - which does not allow for social distancing. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.</td>
<td>Educational technology - Hardware</td>
<td>215</td>
<td>$117,734.12</td>
<td>Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)</td>
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<td>9893-2-001</td>
<td>Eligible</td>
<td>Teacher to support the increase of students in the learning center for extra support that are experiencing learning loss due to remote learning.</td>
<td>I originally requested a salary of $40,000. One of my classroom teachers is interested in this position but they currently make $49,000. I wanted to see if I could increase my salary request to $49,000 so that she would not experience a salary loss if she accepts this position. Thank you!</td>
<td>$164,101.86</td>
<td>Table 2 - Full-Time Personnel</td>
<td>Certified Teacher</td>
<td>To support students in the learning center that are experiencing learning loss due to COVID/remote learning</td>
<td>Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss</td>
<td>$142,861.50</td>
<td>$142,861.50</td>
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<td>9999-4-006</td>
<td>Ineligible</td>
<td>Does not adequately describe why request is necessary or reasonable to address an incremental COVID need</td>
<td>Removable lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space for classes. The lights we have are plug-in. We will replace them with classroom lighting which also plugs in. These will not be permanently fixed lights.</td>
<td>$1,519.32</td>
<td>Table 4 - Other Requests</td>
<td>New Service Lighting</td>
<td>Lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space for classes.</td>
<td>Physical barriers to facilitate social distancing</td>
<td>0</td>
<td>$1,519.32</td>
<td>Permanent fixtures are not permitted under EANS funding given limited duration of EANS program</td>
<td></td>
</tr>
<tr>
<td>9999-4-007</td>
<td>Ineligible</td>
<td>Does not demonstrate reasonableness of quantity or cost vs. impact</td>
<td>4 Interactive Projectors Epson BrightLink Pro 1480Fi Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have four classrooms with students with organ transplants, immuno-compromised children, or immuno-compromised siblings who are often learning from home even when the school is not in hybrid. These students spend considerable school days at home when COVID numbers increase or when there is possible COVID in the school. With an interactive projector, we do not need to purchase a smartboard or promethium board.</td>
<td>$13,561.60</td>
<td>Table 4 - Other Requests</td>
<td>Modification</td>
<td>11 Interactive Projectors Epson BrightLink Pro 1480Fi Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have several families with organ transplant children or otherwise immuno-compromised children who are often learning from home even when the school is not in hybrid. With an interactive projector, we do not need to purchase a smartboard or promethium board.</td>
<td>Educational technology - Hardware</td>
<td>0</td>
<td>$37,294.40</td>
<td>Request Does not adequately demonstrate reasonableness of quantity compared to subset of students who are expected to be remote</td>
<td></td>
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</tbody>
</table>
## ESSER II Plan Overview and Table of Contents

<table>
<thead>
<tr>
<th>District Name</th>
<th>Total Public School Students</th>
<th>% Students Approved for Free- or Reduced-Price Lunch</th>
<th>Total Direct and True Up Allocation</th>
<th>Total Requested</th>
<th>% Requested of Total Allocation</th>
<th>Total Eligible</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student</th>
</tr>
</thead>
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<tr>
<td>1 Deerfield</td>
<td>192</td>
<td>73%</td>
<td>$223,688</td>
<td>$223,688</td>
<td>100%</td>
<td>$223,688</td>
<td>100%</td>
<td>$1,165</td>
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<tr>
<td>2 Blue Valley</td>
<td>22,278</td>
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<td>$6,535,801</td>
<td>$6,533,840</td>
<td>100%</td>
<td>$6,533,840</td>
<td>100%</td>
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<tr>
<td>3 Twin Valley</td>
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<td>$119,187</td>
<td>100%</td>
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<td>100%</td>
<td>$372,430</td>
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<td>$691</td>
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<td>58%</td>
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<td>94%</td>
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<td>$710</td>
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<tr>
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<tr>
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<td>100%</td>
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<tr>
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<td>$717,952</td>
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<tr>
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<td>$757,981</td>
<td>100%</td>
<td>$1,012</td>
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<td>23 Hiawatha</td>
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<td>48%</td>
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<tr>
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<tr>
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<td>$83,381</td>
<td>100%</td>
<td>$356</td>
</tr>
<tr>
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<td>$150,050</td>
<td>100%</td>
<td>$150,050</td>
<td>100%</td>
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<tr>
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<td>100%</td>
<td>$241,102</td>
<td>100%</td>
<td>$913</td>
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<tr>
<td>34 Sudora</td>
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<td>28%</td>
<td>$574,955</td>
<td>$547,065</td>
<td>95%</td>
<td>$547,065</td>
<td>100%</td>
<td>$326</td>
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<tr>
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<td>100%</td>
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<td>$498</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>$24,371,515</strong></td>
<td><strong>86%</strong></td>
<td><strong>$24,363,087</strong></td>
<td><strong>100%</strong></td>
<td><strong>$419</strong></td>
</tr>
</tbody>
</table>
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  |  216 Deerfield
Applicant / Mailing Address
803 Beech St.
Deerfield, KS 67838
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Tyson Eslinger
Applicant / Email Address of Owner, CEO, or Executive Director  |  tyson.eslinger@usd216.org
Applicant / Phone Number  |  620-426-8516

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)  |  48-0721568
Applicant / Website Address (if applicable)  |  www.usd216.org
Applicant / Child Care Licensing Number (if applicable)  |  0058151-016
Applicant / Mission Statement (if applicable)

Student Achievement is Number 1!

Fiscal Agent / Name (if applicable)  |  Reyna Royer-Weatherred

Fiscal Agent / Email (if applicable)  |  reyna.weatherred@usd216.org

Fiscal Agent / Mailing Address (if applicable)

803 Beech St.
Deerfield, KS 67838

Application details

Full District Name  |  Deerfield Unified School District

District Number  |  216

Mailing Address | Street Address  |  803 Beech St.

Mailing Address | City  |  Deerfield

Mailing Address | Zip Code  |  67838

Authorized Representative of the District | Name  |  Tyson Eslinger

Authorized Representative of the District | Position or Title  |  Superintendent

Authorized Representative of the District | Email Address  |  tyson.eslinger@usd216.org

Authorized Representative of the District | Phone Number  |  +16204268516

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

Other District Representative 1 | Email Address  |  reyna.weatherred@usd216.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 impacts of the COVID-19 Pandemic for USD 216 have been visible both academically and on the social/emotional front. In the District, we currently have 20% of our students identified as Chronic Absent, and the main cause of the students missing school is the pandemic. Academically District-wide, we have seen a decline in our reading and math scores and an even bigger decline in our ELL population, and free and reduced lunch students' scores. Currently, 70% of our student population is free...
and reduced, and 45% is ELL. With over 60% of our students being identified as at high risk or some risk in Reading and Math according to our Fastbridge data, and then 100% of our students identifying with some social/emotional struggle based on our SAEBRS data and small group work of our Social/Emotional Counselor. The impact of not being in school from last March till May and then the ongoing stresses of the daily pandemic has taken a huge toll on our students and staff.

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.

The remaining of our ESSER 1 funds will be spent on additional staff to help address the learning needs of our students and provide coverage for staff. This person is working with our ELL population, who has been impacted greatly by the pandemic in the role of para but on days that a teacher is gone and we cannot fill with a substitute; this person will cover those classes to help keep the learning moving forward on those days and limit the amount of time lost due to a teacher being out because of quarantine or positive cases. It will also help cover the cost of the extra time that staff has put in to help teach students and keep facilities cleaned during the pandemic.

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

- 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, 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 216 will be allocating our ESSER 2 funds to help address the learning loss from the pandemic by giving staff and students the resources they need to be successful. Through our remote learning and in-person learning, we have identified that our technology is not sufficient to support our students and staff in the curriculum and resources that we are using to help close the gaps and educate our students. One of our main priorities will be updating technology for both students and teachers district-wide to better use programs and curriculum. We conducted building needs assessments with our staff. The biggest need from outside of technology improvements was the need to provide professional development on the resources we are using and highly effective teaching strategies. To build on the extra learning time our staff is already providing, we are creating an EXCELerate Learning Academy this summer to help close the gap on learning and provide students an opportunity to get a jump start on the next school year. This academy will be a combination of closing academic gaps and providing STEAM-based hands-on problem-solving education. We hope to expand this model in years to come to continue to grow a love of learning among all our students. The final part of our plan is to align and update both social/emotional and academic curriculum to support closing the gap and making sure our students have social/emotional help.

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 216 is finishing up year 1 of FastBridge for both academic and social/emotional data tracking. We will continue to use FastBridge for both progress monitoring and intervention resources and measure where our students are at social/emotional and providing supports based on that data. Two other pieces of data that we will look at are our absentee rates and state assessments. We will also continue to conduct yearly building needs assessments that involve the staff to see if the plans we are implementing and materials we are buying are impacting our students.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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 §76.709 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)


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)


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:

- 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 of 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   Tyson Eslinger

Date                  04/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
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<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>216-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing FA staff.</td>
<td>Will be used to pay staff supporting our ELL population.</td>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
</tr>
<tr>
<td>216-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase Social/Emotional Curriculum to help support staff and students. Purchase Reading, Math, and STEAM curriculum and resources to address learning gaps that have been identified through our data.</td>
<td>$25,000</td>
<td>$ -</td>
<td>$25,000</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
</tr>
<tr>
<td>216-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide Professional Development around resources and highly effective teaching strategies to support staff in helping close the gap for our students.</td>
<td>$25,000</td>
<td>$ -</td>
<td>$25,000</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
</tr>
<tr>
<td>216-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Will be used to cover staff cost and purchase materials for our EXCElrate Learning Academy during the summer to help address learning gaps as well as grow students passion for learning.</td>
<td>$12,000</td>
<td>$ -</td>
<td>$12,000</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
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<tr>
<td>216-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Computers and Related Equipment (Including Software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>This will be used to upgrade technology district wide for both students and staff. These upgrades in computers will make the classrooms more interactive and allow for us to use programs in a more effective manner. In the event that we have to have remote learning in the future, it will allow for all students to have access to quality technology that can support the remote learning.</td>
<td>$146,688</td>
<td>$ -</td>
<td>$146,688</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
</tr>
</tbody>
</table>

- For one para to provide additional support to English Learners.
- Technology upgrade is necessary to properly run the software that is being used to help address learning loss and when necessary, serve students remotely.
- 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.
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 Address | City | Overland Park, KS
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 | jdaniel@bluevalleyk12.org
Other District Representative 2 | Email Address | kmcollier@bluevalleyk12.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.

We estimate that COVID-19 has cost 2.9 million dollars beyond federal funding. This includes PPE, mitigation, contact tracing, VirtualED, etc.

Due to COVID-19, we have had roughly 25% of our families opt for VirtualED for the entire school year. Thus, we have built a remote school for 6,000 students which has included costs for hiring extra teachers, hiring a VirtualED Director, creating resources to support teachers, training teachers, buying software, etc. All of these pieces have been necessary to provide families with the high quality education they expect.

Additionally, families' worries and needs have increased this year. As we want to serve families to the best extent, we know that moving forward, we need to understand their perceptions, fears, and concerns so that we know we are appropriately responsive.

COVID-19 has impacted student learning, both academically and social-emotionally. While impacts vary, MAP data shows struggles in math, where less than 50% of students met their Fall to Winter growth target. Reading data was better, though many students are likely not progressing as much as they would be otherwise. Further, our social-emotional data (through Panorama, ICLE WE Teacher and Student Surveys, KCTC) shows students feel more isolated than they have in the past.

As a result of these increased needs, we need extended learning opportunities for students (in both realms), before and after school tutoring, more instructional resources to aid in targeted interventions, more intervention specialists, and a special education literacy consultant.

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

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.

The remaining ESSER I allocation will be used for tutoring stipends to pay teachers to work with students outside of contract time on an as-needed basis during the fourth quarter of the school year. It will also be used to account for any teacher overages necessitated by offering remote learning. Lastly, we could also move some of the remaining salaries for the health mitigation employees here also. In essence, the plan is to use up ESSER I Gen Ed funding by the end of the year.

As for ESSER I SPED, we plan to use some of the allocation for teacher stipend pay (OT/SLP compensatory services for summer 2021) and software purchases.

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

- 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, 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.
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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 propose using our allocation in the following ways:

* Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
* Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.
* Spending on surveys that better help us serve our families in these needy times, as gathering familial input will allow us to further customize the Blue Valley experience. Further, we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.
* Purchasing tools that will better help teachers analyze data, which will help us better serve students.
* Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.
* Paying for extended learning opportunities this summer to help students catch-up academically.
* Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.
* Funding intervention specialists at high schools to help address learning loss for students.
* Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
* Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
* Finally, we would like to use funds to continue to build our virtual school, so that we can meet the needs of students wanting to learn from home. Meeting these needs are especially crucial, as we know that remote learning won't be permitted for Kansas students in Fall 2021.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
Since all of our proposed expenditures relate to academic and social-emotional needs, our measurements can be boiled down to the following:

*We will use the research-based surveys during the 2021-22 school year to measure family feedback in the areas of school satisfaction, school connectedness, and culture, all of which have an impact on defining emotional and academic needs of students.

*We will use MAP, Acadience, KAP, PSAT, ACT, and AP data to provide us with many different big picture lenses into how students are growing academically. With the hopeful funding of more data analysis tools, we will increase focus on teacher-created formative assessments, where PLCs can problem-solve around students’ academic needs.

*We will use Panorama (3-5), KCTC (6, 8, 10, 12), informal surveys (K-2), and WE surveys (6-12) to measure how students are progressing in terms of SEL.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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)


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
  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 of 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

| Adam Wade |

Date

| 03/31/2021 |

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<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>229-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Contact Tracer</td>
<td>$80,284</td>
<td>$40,142</td>
<td>$40,142</td>
<td>-</td>
<td>-</td>
<td>1.34E+08</td>
<td>*Pay for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.</td>
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<tr>
<td>229-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Group Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Contact Tracer</td>
<td>$16,683</td>
<td>$8,138</td>
<td>$8,545</td>
<td>-</td>
<td>-</td>
<td>1.34E+08</td>
<td>*Pay for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.</td>
</tr>
<tr>
<td>229-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Contact Tracer</td>
<td>$5,753</td>
<td>$2,548</td>
<td>$3,205</td>
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<td>1.34E+08</td>
<td>*Pay for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.</td>
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<td>229-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Other Employee Benefits</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Contact Tracer</td>
<td>$159</td>
<td>$70</td>
<td>$89</td>
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<td>1.34E+08</td>
<td>*Pay for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.</td>
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<td>229-1-005</td>
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<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES SUPPLIES AND MATERIALS</td>
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<td>Contract Tracers - Contracted Services</td>
<td>$240,000</td>
<td>$120,000</td>
<td>$120,000</td>
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<td>1.34E+08</td>
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<td>229-1-006</td>
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<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Other Employee Benefits</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Mitigation Strategies</td>
<td>$470,747</td>
<td>$156,916</td>
<td>$156,916</td>
<td>$156,915</td>
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<td>*Pay for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.</td>
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<tr>
<td>229-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Learning Stipends</td>
<td>$232,020</td>
<td>$77,340</td>
<td>$77,340</td>
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<td>1.34E+08</td>
<td>*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity &amp; Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.</td>
</tr>
<tr>
<td>229-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Learning Stipends</td>
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<td>$5,916</td>
<td>$5,916</td>
<td>$5,916</td>
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<td>1.34E+08</td>
<td>*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity &amp; Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.</td>
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<tr>
<td>Code</td>
<td>Allocation</td>
<td>Service Type</td>
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<td>229-1-009</td>
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<td>229-1-010</td>
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<td>2. Coordination of COVID-19 preparedness and response efforts</td>
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<td>229-2-001</td>
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<td>True Up Allocation</td>
<td>Support Services (Students)</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$71,683, - 71,683, - 1.34E+08</td>
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<td>229-2-004</td>
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<td>Support Services (Instructional Staff)</td>
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<td>229-2-006</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction Supplies-Technology Related</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$55,000,55,000, - 1.34E+08</td>
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<td>229-2-007</td>
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<td>True Up Allocation</td>
<td>Instruction SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$425,000,425,000, - 1.34E+08</td>
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<td>229-2-008</td>
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<td>True Up Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$371,229,123,743,123,743,123,743, - 1.34E+08</td>
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</table>

*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.*

Described in more detail in the narrative:
- Spending on surveys that better help us serve our families in these needy times, as gathering familial input will allow us to further customize the Blue Valley experience. We would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.

- Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.

- We would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>True Up Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
<th>School Connectedness Stipends</th>
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<th>1.34E+08</th>
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</thead>
<tbody>
<tr>
<td>Described in more detail in the narrative: we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>School Connectedness Stipends</td>
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<td>$ 124</td>
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<tr>
<td>Described in more detail in the narrative: we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Needs Assessment Testing</td>
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<td>Paying for extended learning opportunities this summer to help students catch-up academically.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Supplies</td>
<td>$ 50,000</td>
<td>$ 25,000</td>
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<td>Paying for extended learning opportunities this summer to help students catch-up academically.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Stipends</td>
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<td>$ -</td>
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<td>1.34E+08</td>
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<tr>
<td>Paying for extended learning opportunities this summer to help students catch-up academically.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Stipends</td>
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<td>$ 812</td>
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<td>Paying for extended learning opportunities this summer to help students catch-up academically.</td>
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<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Tutoring Stipends</td>
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<td>Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.</td>
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<td>Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.</td>
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<td>True Up Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Tutoring Stipends</td>
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<td>Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>HS Interventionists</td>
<td>$ 608,546</td>
<td>$ 304,273</td>
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<td>1.34E+08</td>
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<td>Eligible</td>
<td>True Up</td>
<td>Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>HS Interventionists</td>
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<td>Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
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<td>HS Interventionists</td>
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<td>Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>HS Interventionists</td>
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<td>229-2-023</td>
<td>Eligible</td>
<td>True Up</td>
<td>Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>HS Interventionists</td>
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<td>$365</td>
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<td>Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td>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</td>
<td>SPED Literacy Consultant</td>
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<td>$61,984</td>
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<td>Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Group Insurance</td>
<td>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</td>
<td>SPED Literacy Consultant</td>
<td>$16,276</td>
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<td>Code</td>
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<td>True Up Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Social Security Contributions</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>SPED Literacy Consultant</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>True Up Allocation</td>
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<td>Instruction SUPPLIES AND MATERIALS</td>
<td>Social Security Contributions</td>
<td>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</td>
<td>SEL Curriculum Resources</td>
<td>$</td>
<td>150,000</td>
<td>50,000</td>
<td>50,000</td>
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Described in more detail in the narrative:
*Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
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<tr>
<th>Code</th>
<th>Eligible</th>
<th>True Up Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>10. Providing mental health services and supports</th>
<th>Addl Opportunuties for Clubs and after school Stipends</th>
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<td>True Up Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Career Ready Programming</td>
<td>$175,814</td>
<td>$87,907</td>
<td>$87,907</td>
<td>$ -</td>
<td>$ -</td>
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</table>

Described in more detail in the narrative:
*Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.

*Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
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  |  Twin Valley Schools
Applicant / Mailing Address
107 N. Nelson
PO Box 38
Bennington, KS. 67422

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Pam Irwin
Applicant / Email Address of Owner, CEO, or Executive Director  |  pirwin@usd240.org
Applicant / Phone Number  |  7854883325 ext. 401

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  |  Twin Valley Schools
District Number  |  240
Our school district has seen academic loss as students struggled to learn over Zoom during the spring of 2020. In addition to academic loss, we see an increase in social-emotional needs throughout our district during this school year as well with COVID-19 protocols in place. Staff and students are reporting more struggles with social-emotional well-being this year.

Our SRSS data shows an increase in moderate (from 23.21% to 35.6% for externalizing behaviors; from 19.6% to 23.8% for internalizing behaviors) and high-risk behaviors (from 0% to 10.2% for externalizing behaviors; from 7.1% to 25.4% for internalizing behaviors) in one of our schools, while the other school has maintained. We had created sustainable initiatives towards addressing these behaviors prior to COVID-19 which have provided a sense of stability; however, we have not seen a significant move in the data due to protocols and isolation in place in our classrooms and buildings.

In reading, we are seeing an increase in students requiring tier 2 and 3 supports K-6. Our DIBELS data shows our students continually struggle with reading fluency and comprehension. Our MAP data also shows our students growth is not at the expected level for the 20-21 school year across the district, with our students struggling in a variety of areas including reading and math. Our Free and Reduced population, approximately 51% of our students, have shown significant struggles across the board.

In addition to the academic needs as determined through our data analysis, our need for cleaning supplies and PPE continues.

Does the district have remaining ESSER I funding that it has not yet spent as of

Yes
the date of ESSER II application submission?

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.

The remaining ESSER I funds will be utilized for payroll for April and May for additional classified staff and a long term sub to complete the 20-21 school year.

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

- 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, 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.

To address our needs in the area of social-emotional learning, we are proposing to increase staff support in this area. We currently have 1.5 social workers and 1 at-risk coordinator in our district, however our needs are great enough to increase this to 4 full time positions for social emotional supports for the next several years (2 social workers and 2 at-risk positions). Social-Emotional issues have increased for many of our students and so one of our focuses with the ESSER II funds is to provide intensive support in this area through both staffing and resources. We would pay for 1.5 positions out of ESSER II funds.

We have also seen an impact on student’s academic needs in both reading and math. We will begin using a screener that addresses all three areas (math, reading, SEL) to determine which students need additional supports and at what level. This screener identifies students who are struggling and provides basic diagnostic information.

To fill the gaps discovered, we must ensure we have the right tools in the hands of staff. Part of our new reading adoption includes a Tier 2 resource to support gaps in learning and to use as an intervention tool for K-3. In addition, we will look at purchasing additional tier 1, 2 and 3 resources for reading, math and SEL.

Extending the learning time available for students will also be a focus for the ESSER funds. Summer Academies will be scheduled each of the next 3 summers to provide additional opportunities for students to fill the gaps in their learning.

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

To determine the impact of the programs outlined in our plan, we will use a variety of data. The reading intervention materials include both benchmark assessments as well as progress monitoring tools. These assessments will be used to determine the impact of the use of these programs with students, measuring not only individual student growth, but also number of students requiring tier 2 or 3 interventions.

For math, we will also utilize additional resources for tier 2 and 3 interventions, and monitor the impact by how many students continue to need these additional supports, as well as the screener/benchmark assessments.

Additional data to be used for monitoring effectiveness of our plan will include MAP growth, discipline data, attendance data, and behavior data.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II
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 Per Student 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 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))


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)
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)
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:


- 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 of 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  Pam Irwin

Date  04/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Recommendation</th>
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<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Hire At-Risk Coordinator and Social Worker to address Social-Emotional needs in each of our PreK-12 buildings (2 year commitment)</td>
<td>$162,000</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>2 elementary teachers, 2 elementary classified staff, 20 days 3 H5 math teachers - 8 days, drivers - 20 days, summer academy coordinator for elem - 30 days - Summer 2021 ONLY</td>
<td>$18,800</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer Academy Resources</td>
<td>$2,500</td>
<td>$2,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>240-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>After School Programs K-12 - both buildings - staff and drivers</td>
<td>$45,245</td>
<td>$22,623</td>
<td>$22,623</td>
<td>-</td>
<td>-</td>
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<tr>
<td>240-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Reading, Intervention materials, MTSS Intervention work, How to use the screener</td>
<td>$7,920</td>
<td>$7,920</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>240-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td></td>
<td>Additional resources to address learning gaps created during closures for phonemic awareness in our primary grades</td>
<td>Additional resources to address learning gaps created during closures for phonemic awareness in our primary grades</td>
<td>$1,600</td>
<td>$1,600</td>
<td>-</td>
<td>-</td>
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<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Resources for reading interventions</td>
<td>$32,250</td>
<td>$32,250</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>240-1-008</td>
<td>Yes</td>
<td>Yes</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Screener for Math, Reading, SEL</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>240-1-009</td>
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<td>Yes</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Resources for Math Interventions</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>240-1-010</td>
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<td>Yes</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Resources for Math Interventions</td>
<td>Annual licenses for online Math Intervention (tier 2 and 3)</td>
<td>$3,840</td>
<td>$1,920</td>
<td>$1,920</td>
<td>$-</td>
<td>$-</td>
<td>72-1000-650-0-00</td>
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<td>240-1-011</td>
<td>Yes</td>
<td>Yes</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Additional Cleaning Supplies</td>
<td>$8,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
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<td>240-1-012</td>
<td>Yes</td>
<td>Yes</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>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</td>
<td>Filters for Air Purifiers</td>
<td>$775</td>
<td>$775</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>72-2600-610-0-00</td>
<td>72-2600-610-0-00</td>
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<tr>
<td>240-1-013</td>
<td>Yes</td>
<td>Yes</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Disposable Masks/Gloves</td>
<td>$1,500</td>
<td>$750</td>
<td>$750</td>
<td>$-</td>
<td>$-</td>
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<td>240-1-014</td>
<td>Yes</td>
<td>Yes</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing sanitizing materials to sanitize and clean LEA and school facilities</td>
<td>Additional sanitizing materials</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$-</td>
<td>$-</td>
<td>72-2600-610-0-00</td>
<td>72-2600-610-0-00</td>
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<td>ID</td>
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<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>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</td>
<td>Filters for Tersano machines</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>72-2600-610-0-00</td>
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<tr>
<td>240-1-015</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies- Technology Related</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Online Enrollment - purchase Enrollment Express and Ecollect set up and training, plus 2 year subscription</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>72-1000-650-0-00</td>
<td>REVISED: Provide additional information of how this relates to COVID-19.; Applicant changed account code from 72-2600-610-0-00 to 72-1000-650-0-00 (Instruction/Technology); Applicant changed ESSER II allowable category from 13 to 15 (Developing strategies and implementing public health protocols for the reopening and operation of school facilities. As we continue to deal with COVID-19, utilizing an online enrollment process will mitigate risks by not having large groups of parents/students in our buildings potentially spreading the virus.</td>
</tr>
</tbody>
</table>
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 241 Wallace County Schools
Applicant / Mailing Address | 521 North Main
Applicant / First and Last Name of Owner, CEO, or Executive Director | Bruce Bolen
Applicant / Email Address of Owner, CEO, or Executive Director | bbolen@usd241.org
Applicant / Phone Number | 7858524252

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.)

Fiscal Agent / Name (if applicable) | Valerie POe
Fiscal Agent / Email (if applicable) | val@usd241.org
Fiscal Agent / Mailing Address (if applicable)
<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Wallace County Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>241</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>City</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>Yes</td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
</tr>
</tbody>
</table>

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 working with students to develop leadership and skills to regulate themselves and to be able to help others. We assess culture and climate using the KCTC survey and also the EVERS Student Engagement Survey. The SECD curriculums used for 6-12 addresses student’s emotional well-being. Studies show that students who regularly engage in self-regulatory behavior report greater well-being than their peers, including enhanced life satisfaction, perceived social support, and positive affect. All 6-12th students receive education on suicide and depression in the hopes of educating them, but also encouraging an open conversation. This gives them tools to help themselves and also their peers. The Culture and Climate Committee that will soon be in place will use culture and climate data to directly address student and staff well-being, by implementing various activities and programs. Through our data dive, we found that students who attend class in person did better than those who chose remote learning.

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


- 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, 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 have many needs for ESSER II funds to address learning, safety, and social economic needs of our staff and our students. We continue to use the services of the counselor whom we added on an additional half-time contract to meet the needs of our students and our staff. In addition we are adding diagnostic testing capabilities to help disaggregate the student learning data. All of this is targeted to help students recover from learning loss that occurred last spring. If needed, we plan to offer after school extended learning time next fall, and extended learning opportunities possibly this summer and for sure in the summer of 2022.

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

With our additional counselor position and updated and expanded testing capabilities, we hope to identify the learning and emotional needs of our students. Also, we plan to purchase additional technology to allow all students to have access to updated Chromebooks and iPads. Our district is behind on technology needs and this will allow access for all students. If needed, we will be able to send Chromebooks home with students who cannot afford their own computers. Our teachers have gone above and beyond their requirements this year to address the learning needs of students, and also allow us to stay in class the entire year. They would cover for each other when needed and it did not matter if they were elementary or high school, they did what was needed. We plan to pay them the additional $500.00 hazard duty pay for their efforts to come to work every day.

**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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

[241 Wallace County School... (151 KiB download)]

**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 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))


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)


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)


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:

- 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 of 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.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Notes</th>
<th>Function Code 1</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>241-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Please describe the expenditures within the account and how they will address a COVID-19 need</td>
<td>$ 50,000</td>
<td>$ -</td>
<td>$ 25,000</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>26-1000-110-0</td>
<td>Function code updated per district request</td>
</tr>
<tr>
<td>241-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>We plan to hire a part-time school nurse to work with health related issues with our students and our staff. With a health nurse, we are able to keep students separated from the main office and she will make contact with parents and teachers as needed.</td>
<td>$ 14,000</td>
<td>$ -</td>
<td>$ 7,000</td>
<td>$ 7,000</td>
<td>$ -</td>
<td>26-1000-120-0</td>
<td></td>
</tr>
<tr>
<td>241-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Our plans for possibly this summer is to offer extended learning opportunities for our students. We will not offer a full summer school this year, but plan to for the summer of 2022. We will offer limited services this summer. Our district will make plans to offer extended learning opportunities to our students before, and after, school for 2021-2022, and 2022-2023.</td>
<td>$ 12,000</td>
<td>$ 2,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>26-1000-110-0</td>
<td></td>
</tr>
<tr>
<td>241-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students: Many of our students are from families are with low/moderate income. We plan to purchase 20 laptops, 20 iPads, and 40 Chrome books. Our district is behind in meeting technology needs for our students. These purchases will allow us to send computers home with students, as well as having updated testing capabilities to address the learning needs of our students.</td>
<td>$17,150</td>
<td>$17,150</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>265-2900-300</td>
<td>Function code updated per district request. 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.</td>
<td></td>
</tr>
<tr>
<td>241-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations: In November, our district added 15 minutes to the school day in order to 'bank' learning time in case we had to move to remote learning because of COVID. Through the dedication and determination of our teachers we were able to remain in class every day. In February at our faculty meeting, we discussed whether to dismiss school three days early, which is equal to our 'banked' time or remain in school. Our teachers felt with learning loss last spring, they wanted to stay in school these three days and continue to work to address learning needs. By neg. agreement, we are required to pay for the three additional days and we want to use the ESSER money since it was directly related to COVID and providing extended learning</td>
<td>$26,037</td>
<td>$26,037</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>26-1000-110-0</td>
<td>Salary amount adjusted per district request</td>
<td></td>
</tr>
</tbody>
</table>
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 244 Burlington
Applicant / Mailing Address | 301 Neosho Street
Applicant / First and Last Name of Owner, CEO, or Executive Director | Craig Marshall
Applicant / Email Address of Owner, CEO, or Executive Director | cmarshall@usd244ks.org
Applicant / Phone Number | 620-364-8478

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) | 48-0720151
Applicant / Website Address (if applicable) | www.usd244ks.org
Fiscal Agent / Name (if applicable) | Tracey Moerer
Fiscal Agent / Email (if applicable) | tmoerer@usd244ks.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 244 had on-site learning for the entire 2020-21 school year except for one week at our high school before Winter Break. COVID-19 has created challenges related to Remote Learners all throughout the school year when students and staff have tested positive. Our students and staff have embraced these challenges and excelled in the classroom and with their activities.

We have made many adjustments this year. The obvious ones are masking, temperature taking, hand washing/sanitizing, additional cleaning measures, hiring additional staff for custodial and food service responsibilities, attendance policies for events, transportation guidelines for student health safety, and many others too numerous to mention.

Our leadership team is developing a plan to spend funds focusing on student learning loss, enhancing educational technology, cleaning supplies, and other items needed to help with the educational process.

We are evaluating our student learning losses as well as our educational needs in the future. We are looking to add additional sections to our summer learning academy to help kids in need of extra academic attention. We will add credit recovery opportunities for our high school students as needed.
The social/emotional needs of our students are being evaluated. On-site learning this year has helped our staff meet the needs of our kids by seeing them daily. Staff have administrative and counselor support in all three schools to address students and their social/emotional needs. They have addressed issues like frustration with mask wearing, loss of friends/family from COVID, and other issues related to the pandemic.

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.

- 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, 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 244 will expand our summer school program to include more grade levels and additional students to curb learning loss due to COVID 19. We will continue to employ additional custodians for additional cleaning, food service staff for increased mandates and nursing staff for additional work load for our district nurse. We will purchase additional laptops and IPADS for quarantined and remote learners. We will purchase additional lunch room tables for social distancing during the lunch periods. Trash bag and paper towels usage in the district has tripled due to increased hand washing, so we will utilize funds for those purchases. We will purchase a sterlizer for gym class equipment as well as for sporting events. We will purchase a dishwasher for our middle school kitchen to reduce the risk of virus transmission.

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 244 will continue to evaluate all students on their progress focusing especially on the students in need of extra academic assistance to see if they are improving academically. We will look closely at the data on the students that attended our summer learning academy to see if those kids were impacted positively from the extra attention during the summer. We will also evaluate our ability to stay on-site learning throughout the year and our custodial practices to keep our buildings clean and our learning environments sanitized.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)
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:


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.

- 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 of 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 | Tracey Moerer

Date | 04/21/2021

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

**Data as of May 4, 2021**

<table>
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<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Recommendation</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>244-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Teachers</td>
<td>$30,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>-</td>
<td>97 5 1000 110 0200</td>
<td>Please provide more information on the number of students and staff that you expect to benefit from the summer school program and the duration of the program. Applicant response via email: 8 teachers, 50 students for four weeks, 4 hours per day.</td>
<td></td>
</tr>
<tr>
<td>244-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Aides</td>
<td>$7,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>-</td>
<td>97 5 1000 121 0200</td>
<td>Please provide more information on the number of aides that you expect to benefit from this expenditure; Applicant response via email: 5 aides</td>
<td></td>
</tr>
<tr>
<td>244-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Program Teachers</td>
<td>$21,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>-</td>
<td>97 5 1000 110 0300</td>
<td>Please provide information regarding the number of staff and students benefiting from this expenditure. Also, how many times per week will after school assistance be provided; Applicant response via email: 4 teachers, 80 students five days per week for 2 hours.</td>
<td></td>
</tr>
<tr>
<td>244-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Program Aides</td>
<td>$4,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>-</td>
<td>97 5 1000 121 0300</td>
<td>Please provide information regarding the number of aides that you expect to benefit from this expenditure; Applicant response via email: 4 aides</td>
<td></td>
</tr>
<tr>
<td>244-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing IFA staff</td>
<td>Additional custodians, food service and nursing staff</td>
<td>$135,023</td>
<td>$50,000</td>
<td>$45,000</td>
<td>$40,023</td>
<td>-</td>
<td>97 5 2600 122 0000</td>
<td>Please provide the number of staff members that you expect to benefit from this expenditure; Applicant response via email: 9 staff members</td>
<td></td>
</tr>
</tbody>
</table>
### 244-1-006
| Eligible | Direct Allocation | Food Service 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 | Dishwasher for middle school kitchen | $30,000 | $30,000 | $ - | $ - | $ - | 9753100700000 |

Please provide an explanation on how this expenditure is tied to COVID-19 needs. Applicant responded via email: This is a new conveyor dishwasher for the middle school cafeteria which is a site where meals are delivered from our high school. This will help clean dishes faster due to increased meal services (from two services to three to keep students socially distanced). Currently the method is the dirty racks are touching the clean racks when going through the current (not conveyor) dishwasher and we wish to eliminate that practice with the new conveyor dishwasher.

### 244-1-007
| Eligible | Direct Allocation | Improvement of Instruction Services | PROPERTY | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students | Additional laptops for quarantined and remote learners, portable laptop charger as battery life has been a concern of teachers for remote learning, interactive boards with built in broadcast features that supports remote learning, protective IPAD cases for elementary students for remote learning, software for antivirus and CIPA compliance for all devices for the remote gateway server | $118,722 | $118,722 | $ - | $ - | $ - | 9752210700000 |

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.

### 244-1-008
| Eligible | Direct Allocation | Food Service 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 | Additional lunch tables to spread students out | $8,430 | $8,430 | $ - | $ - | $ - | 9753010700000 |

### 244-1-009
| Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | General Supplies and Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Sterilizer for athletics and gym classes | $2,255 | $2,255 | $ - | $ - | $ - | 9752600610000 |

### 244-1-010
| Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | General Supplies and Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Additional trash bags and paper towels due to high usage | $15,000 | $5,000 | $5,000 | $5,000 | $ - | 9752600610000 |
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 250 Pittsburg
Applicant / Mailing Address
| 510 Deill - PO Drw 75
| Pittsburg KS 66762
Applicant / First and Last Name of Owner, CEO, or Executive Director | Richard Proffitt
Applicant / Email Address of Owner, CEO, or Executive Director | rproffitt@usd250.org
Applicant / Phone Number | 620-235-3100

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) | 48-6041359
Applicant / Website Address (if applicable) | www.usd250.org
Applicant / Mission Statement (if applicable)
To provide a safe, orderly, student-centered learning environment that utilized high-quality staff to establish partnerships between home, school, and community that work cooperatively and collaboratively to empower all students to learn while promoting respect for self and others.

Fiscal Agent / Name (if applicable) | Lita Biggs
Fiscal Agent / Email (if applicable) | lbiggs@usd250.org
Fiscal Agent / Mailing Address (if applicable)
510 Deill - PO Drw 75
Pittsburg KS 66762

Application details

Full District Name | Pittsburg Community Schools
District Number | 250
Mailing Address | Street Address | 510 Deill - PO Drw 75
Mailing Address | City | Pittsburg
Mailing Address | Zip Code | 66762
Authorized Representative of the District | Name | Lita Biggs
Authorized Representative of the District | Position or Title | Director of Business Operations
Authorized Representative of the District | Email Address | lbiggs@usd250.org
Authorized Representative of the District | Phone Number | +16202353100
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | rproffitt@usd250.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 had a significant affect an all students in our district. Beginning Spring of 2020, our district began to experience the cost of our inability to meet the needs of all students. Whether it was loss of important traditional rites such as graduation or prom, or the inability to receive a full regiment of teaching, curriculum and assessment, our students suffered loss. Education
for our students changed dramatically. Our mitigation strategies forced all of us to approach routines in different ways which required funds to be diverted away from standard practices and purchases to new additional methods and costs. These new approaches put a tremendous amount of stress on our students and staff. The population effected the greatest were those with the most needs. We have 3,241 students in our district. 2,009 of them are identified as At-Risk, 291 are ELL and 650 are students with disabilities. The dual teaching platform (remote and in-person) created challenges for everyone, but with these students in particular. Teachers tried their best to meet the individual needs of students, but failed to fully sustain the efforts that they normally strive to maintain. We have found ourselves in a situation that we have continually tried to play catch up with curricular setbacks and delays while dealing with a significantly increased number of social-emotional issues. We do not believe that we have been successful with students in reaching the levels that we would normally attain due to the circumstances that we have had to endure.

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.

- 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, 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 majority of our ESSR II funds will be targeted toward addressing student learning and social-emotional loss. Proposed ideas include:

- Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; ongoing professional development.
- Increase after-school and summer school opportunities: We wish to provide additional summer school opportunities for students to make up for learning losses and better prepare them for the next year (grade level or course).
- Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic.
- Additional ESOL assistance: One of the sub-groups affected the most was our ESOL students. We need to provide greater support for them by hiring additional staff to address their needs and hopefully catch them up.
- Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to abscesses caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity.
- Continue to purchase health and sanitization products: We wish to maintain a safe and healthy environment for all.
- Student progress monitoring: We wish to utilize funds to track academic and social-emotional progress for all students and identify areas of greatest need. To do this we wish to purchase assessment and tracking software.
- Parent assistance programs: Providing parent education programs to help assist their children in both academic and social-emotional areas as we all cope with the pandemic.

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 all instances, the district will collect data for each of the uses of ESSR II funding. Whether it be the number of technology devices put into the hands of teachers and students or the number of students provided additional services in multiple areas. We wish to track their social-emotional and academic growth to ensure that each student is making progress toward goals set for them by their classroom teacher(s) or advisory teacher(s). We want to make up for as much loss as we can in a short amount of time as we can get every student back on track, and hopefully surpass where they should be at given intervals. We wish to take periodic checks to ensure that progress is being made and make the necessary adjustments so that we can more specifically address individual student needs.
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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](250_Pittsburg_ESSER II Pl...) 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 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.

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


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.

(Expiration: 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)
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)
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 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:

- 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 of 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 | Lita Biggs
Date | 04/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures (SFY 2021) ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>250-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>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</td>
<td>$300,000</td>
<td>$75,000</td>
<td>$75,000</td>
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<td>250-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Expansion of summer school to target students with severe learning loss as a result of COVID in grades K-12.</td>
<td>$300,000</td>
<td>$300,000</td>
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<td>250-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Addition of teaching staff to accommodate the increasing student populations which creates overcrowding in classrooms. This will also allow for increased social distancing required during COVID.</td>
<td>$240,000</td>
<td>$60,000</td>
<td>$60,000</td>
<td>$60,000</td>
<td>$60,000</td>
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<td>250-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Instructional coaches will be hired to provide assistance and professional development for teachers to learn how to address learning loss of students.</td>
<td>$600,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
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<td>250-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>An assessment of student growth at the high school level to establish learning loss and develop a plan to address the learning loss during COVID.</td>
<td>$40,000</td>
<td>$10,000</td>
<td>$10,000</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Installation of switches and WIFI increase to allow for student learning as a result of additional devices utilized for learning during COVID and the conversion to those resources from conventional instructional tools.</td>
<td>$187,000</td>
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<td>$187,000</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Infrastructure</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Add additional antenna sites at George Nettels, Pittsburg State University and West 20th Street to improve coverage of our district-owned LTE network for remote learning needs identified during COVID.</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>75050</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Application details</th>
</tr>
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<tbody>
<tr>
<td>Full District Name</td>
</tr>
<tr>
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<tr>
<td>Mailing Address</td>
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<td>Mailing Address</td>
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<td>Mailing Address</td>
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<td>Authorized Representative of the District</td>
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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 pandemic had many impacts on our district staff and students. The pandemic interrupted learning and caused teachers to change the way they connected with and instructed students. Even with our recently updated curriculum's online features, the district immediately incurred costs of additional technology and software programs such as SeeSaw, PearDeck, Canvas Lockdown Browser for remote assessing, Kami, ScreenCastify, and similar programs to ensure teachers could interact with students in meaningful ways and deliver instruction. Even simple software solutions such as Zoom had to be purchased, and immediately training provided, to allow synchronous instruction to occur and to create online learning environments to ward off social isolation for remote learners during periods of distance learning. While we were able to maintain in-person learning for around 75% of our students using purchased PPE, tables, and desks for spacing, and masks there were still periods of remote instruction that impacted the entire district from October 2020 - January 2021. Remote learning was implemented by our teaching staff throughout the academic year. After the experience of spring 2020, we had a committee that worked to create schedules and instructional plans for remote instruction. While the plans were effective in providing a
better remote learning experience in comparison to the plans created over spring break in March of 2020, there were many families who struggled to support remote learning as well as students who struggled to focus and complete work in a home learning environment.

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.

The remaining ESSER I funds are SPED and the Private School Allocation, private schools have not submitted reimbursement to the District. ESSER I Special Education and main allocations are and will be used to teach students in social distancing environments, facilitate remote learning, additional cleaning supplies, and pay for staff for additional contracts, additional technology help as device damage has increased, staff needs to support students who are in remote learning or quarantined, and a covid response personal. Anything else remaining in ESSER I is for cleaning supplies and sanitation devices still in order to be received soon.

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

- 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, 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.

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 student's 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))
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.
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.

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.

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.

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.

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.

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:

- 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 of 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 Regier
Date                  | 04/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>260-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This is extended contracts for staff to assist with an expanded summer school program, to assist with the learning loss during the pandemic. As well as expanded state testing due to students being remote.</td>
<td>$ 208,258</td>
<td>$ 6,500</td>
<td>$ 201,758</td>
<td>$ -</td>
<td>$ -</td>
<td>61-E-1000-191</td>
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</tr>
<tr>
<td>260-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Bus Driver salaries to transport students to summer school</td>
<td>$ 40,000</td>
<td>$ 10,000</td>
<td>$ 30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>61-E-2700-120</td>
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<tr>
<td>260-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Gasoline</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fuel for buses to transport students to Summer School</td>
<td>$ 10,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>61-E-2700-626</td>
<td></td>
</tr>
<tr>
<td>260-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>$ 150,000</td>
<td>$ -</td>
<td>$ 150,000</td>
<td>$ -</td>
<td>$ -</td>
<td>61-E-2113-110</td>
<td></td>
</tr>
<tr>
<td>260-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Supplies needed for staff to assist in teaching in various formats, updating softwares to allow for remote teaching</td>
<td>$ 359,170</td>
<td>$ 159,170</td>
<td>$ 200,000</td>
<td>$ -</td>
<td>$ -</td>
<td>61-E-1000-610</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Technology - Related Software</th>
<th>Description</th>
<th>Amounts</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>260-1-006</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>T</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. Software renewals for items</td>
<td>$174,004</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>needed due to the pandemic and remote learning, not limited to the following: Zoom (22), SeeSaw (21), Instructure (Canvas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lockdown Tool (21), MakeMusic (21), Kami (22), Citrix expanded licenses for students to login remotely (21), ScreenCastify (22), Overages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>for Acellus learning to assist in student catchup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>260-1-007</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>G</td>
<td>Tools from Advanced Phonics Lesson Library to address learning loss as part of reading intervention.</td>
<td>$15,768</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>260-1-008</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>A</td>
<td>Addressing learning loss among students, including vulnerable populations.</td>
<td>$7,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Addressing learning loss among instrumental music due to the inability to practice as a group during the last year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>260-1-009</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>FICA - Employer's Contribution</td>
<td>Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)</td>
<td>$15,103</td>
<td></td>
</tr>
<tr>
<td>260-1-010</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>Medicare - Employer's Contribution</td>
<td>Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)</td>
<td>$3,236</td>
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<tr>
<td>260-1-011</td>
<td>E</td>
<td>D</td>
<td>I</td>
<td>Unemployment Compensation</td>
<td>Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)</td>
<td>$2,158</td>
<td></td>
</tr>
<tr>
<td>260-1-012</td>
<td>E</td>
<td>D</td>
<td>S</td>
<td>FICA - Employer's Contribution</td>
<td>Benefits for the Social Workers on line 18. (260-1-004)</td>
<td>$10,500</td>
<td></td>
</tr>
<tr>
<td>260-1-013</td>
<td>E</td>
<td>D</td>
<td>S</td>
<td>Medicare - Employer's Contribution</td>
<td>Benefits for the Social Workers on line 18. (260-1-004)</td>
<td>$2,250</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- 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.
<table>
<thead>
<tr>
<th>code</th>
<th>eligible</th>
<th>direct allocation</th>
<th>department</th>
<th>service area</th>
<th>activity description</th>
<th>amount 1</th>
<th>amount 2</th>
<th>amount 3</th>
<th>amount 4</th>
<th>amount 5</th>
<th>amount 6</th>
<th>code</th>
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</thead>
<tbody>
<tr>
<td>260-1-014</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Unemployment Compensation</td>
<td>Benefits for the Social Workers on line 18. (260-1-004)</td>
<td>$ 1,500</td>
<td>-</td>
<td>$ 1,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61-E-2113-250</td>
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<tr>
<td>260-1-015</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Regular Non-Certified Salaries</td>
<td>COVID Coordinator, prepares response, communicates with families and staff, coordinates with the health department, etc. includes an assistant through the end of 2021.</td>
<td>$ 93,250</td>
<td>$ 8,250</td>
<td>$ 85,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61-E-2510-168</td>
</tr>
<tr>
<td>260-1-016</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Attendance Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>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).</td>
<td>$ 65,000</td>
<td>$ 10,000</td>
<td>$ 55,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61-E-2510-171</td>
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<td>260-1-017</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>FICA - Employer's Contribution</td>
<td>Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)</td>
<td>$ 11,078</td>
<td>$ 1,278</td>
<td>$ 9,800</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61-E-2510-220</td>
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<td>260-1-018</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Medicare - Employer's Contribution</td>
<td>Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)</td>
<td>$ 10,500</td>
<td>$ 8,400</td>
<td>$ 2,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61-E-2510-222</td>
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<td>260-1-019</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Unemployment Compensation</td>
<td>Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)</td>
<td>$ 1,583</td>
<td>$ 183</td>
<td>$ 1,400</td>
<td>-</td>
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<td>61-E-2510-250</td>
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<td>260-1-020</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Group Insurance</td>
<td>Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)</td>
<td>$ 15,600</td>
<td>-</td>
<td>$ 15,600</td>
<td>-</td>
<td>-</td>
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<td>61-E-2510-217</td>
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<tr>
<td>260-1-021</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>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.</td>
<td>$ 45,000</td>
<td>-</td>
<td>$ 45,000</td>
<td>-</td>
<td>-</td>
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<td>61-E-1596-153</td>
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<td>260-1-022</td>
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<td>Direct Allocation</td>
<td>Central Services</td>
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<td>$ 3,150</td>
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<td>Central Services</td>
<td>Medicare - Employer's Contribution</td>
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<td>$ 675</td>
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<tr>
<td>260-1-024</td>
<td>Eligible</td>
<td>Central Services</td>
<td>Unemployment Compensation</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Benefits for the position listed on line 36 (260-1-021)</td>
<td>$450</td>
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<td>260-1-025</td>
<td>Eligible</td>
<td>Central Services</td>
<td>Group Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Benefits for the position listed on line 36 (260-1-021)</td>
<td>$3,900</td>
<td>61-E-1596-217</td>
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<tr>
<td>260-1-026</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings.</td>
<td>$90,000</td>
<td>61-E-1000-120</td>
<td></td>
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<tr>
<td>260-1-027</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Benefits for the position(s) listed on line 40 (260-1-026)</td>
<td>$6,300</td>
<td>61-E-1000-220</td>
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<td>260-1-028</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Benefits for the position(s) listed on line 40 (260-1-026)</td>
<td>$1,350</td>
<td>61-E-1000-222</td>
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<tr>
<td>260-1-029</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Benefits for the position(s) listed on line 40 (260-1-026)</td>
<td>$900</td>
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<tr>
<td>260-1-030</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Benefits for the position(s) listed on line 40 (260-1-026)</td>
<td>$35,100</td>
<td>61-E-1000-217</td>
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<tr>
<td>260-1-031</td>
<td>Eligible</td>
<td>Central Services</td>
<td>Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Outsourced help in our technology department to help with additional breaks due to every student having a device</td>
<td>$7,500</td>
<td>61-E-2500-350</td>
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<td>Description</td>
<td>Allocation</td>
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<td>Total</td>
<td>Share</td>
<td>Total</td>
<td>Share</td>
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<tr>
<td>260-1-032</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>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.</td>
<td>Furniture for social distancing where current furniture does not allow for it.</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>61-E-1000-733</td>
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<tr>
<td>260-1-033</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials 11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for Summer School Programs</td>
<td>$13,500</td>
<td>$6,500</td>
<td>$7,000</td>
<td>$-</td>
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<td>260-1-034</td>
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<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Social Security Contributions 12. Addressing learning loss among students, including vulnerable populations</td>
<td>Benefits For positions listed on Line 16 (260-1-002)</td>
<td>$2,800</td>
<td>$700</td>
<td>$2,100</td>
<td>$-</td>
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<td>-</td>
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<td>260-1-035</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Medicare - Employer’s Contribution 12. Addressing learning loss among students, including vulnerable populations</td>
<td>Benefits For positions listed on Line 16 (260-1-002)</td>
<td>$600</td>
<td>$150</td>
<td>$450</td>
<td>$-</td>
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<tr>
<td>260-1-036</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Unemployment Compensation 12. Addressing learning loss among students, including vulnerable populations</td>
<td>Benefits For positions listed on Line 16 (260-1-002)</td>
<td>$400</td>
<td>$100</td>
<td>$300</td>
<td>$-</td>
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<tr>
<td>260-1-037</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional Employee Training and Development Services 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>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.</td>
<td>$35,000</td>
<td>$-</td>
<td>$35,000</td>
<td>$-</td>
<td>-</td>
<td>-</td>
<td>61-E-1000-330</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>Renwick USD 267</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td>600 W. rush</td>
</tr>
<tr>
<td></td>
<td>Andale, Kansas 67001</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Mindy Bruce</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:mindy.bruce@usd267.com">mindy.bruce@usd267.com</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
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</tr>
</tbody>
</table>

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) | 48-0698025 |
| Applicant / Website Address (if applicable) | www.usd267.com |

Applicant / Mission Statement (if applicable)

The mission of USD 267 is to prepare all students to be college and career ready for the 21st century.
The challenges from March 2020 to the present have been enormous. We came back to school in August and have been on-site all year, which we celebrate, however there are still areas that were impacted by the pandemic that we must address. Our staff has risen to the challenges of the diverse needs of students and families, unlike any other year in my educational history. The learning loss we have seen through data collection shows that we must improve specifically in literacy, math and behavior supports for all of our children. In the fall of 2020, we had 24% of our students score in Tier 3 in literacy this is double compared to past years. The same is true in math we had 20% of our students in Tier 3, when prior to the pandemic we only had 7%. The social emotional needs of students and staff have grown exponentially this year. In analysis of data, by administering a building needs assessment for each location in our district we have ascertained the needs we must address due to the pandemic. Through these exercises and analyzation we have discovered that to meet the expectations for student outcomes that we have in our district we must address the learning loss in core subject areas, in post-secondary success and in social emotional needs that have occurred due to the pandemic to ensure we meet the goals of student success and district expectations for all our students.

Does the district have remaining ESSER I funding that it has not yet spent as of

No
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- 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, 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 will begin with summer enrichment focusing on literacy for our K-3 students during the month of June 2021. We will be providing mental health services and additional supports to our students and staff through crisis training, social/emotional screeners and curriculum. We will support our staff with an employee assistance program. All areas of safety and mitigation must continue and be planned for. We must continue to train and drive instruction through data collection. When looking at our current data, we found that we are in need of improved reading, math and social-emotional screeners. At this time, we have no formal screener for social-emotional needs. Additionally, we are in need of continual training in differentiated learning and instruction through the use of data. These funds will ensure a continuity of learning and allow us to provide additional support to our students that we could not have done otherwise.

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

Data collection through screeners, assessments, discipline, social emotional data and absences will be the focal point of determining the impact of the ESSER fund expenditures. In addition, we have developed building needs assessments that look at specific data areas to help us focus on needs across the district. Starting in April 2021, the district has partnered with TASN on our MTSS processes. This will be a huge focus for the next few years, in all areas of reading, math and behavior. The impact of the ESSER II allocation will be evident in the data we hope to collect with improved screeners in the areas of reading, math and social-emotional. We have never seen the amount of learning loss and social emotional needs in our district in my 30 years here. These funds will help us to continue to support students and staff and provide ample opportunities for continued learning growth.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 (42 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
• 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))


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)


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)

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
  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

6 of 8
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 of 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  | Mindy Bruce

Date  | 04/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>267-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Professional-Education Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Professional development support for teachers, paras and administrators focusing on trainings to support individualized needs, collaborative planning, data discussions and focusing on improving learning loss.</td>
<td>$75,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$-</td>
<td>$07 E 2210 320 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
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<tr>
<td>267-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Building</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Providing sanitation efforts, PPE and health mitigation supplies.</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 2610 610 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
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<tr>
<td>267-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Technology-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Providing technology support with hardware and software to drive instruction that will enable us to meet each child where they are at.</td>
<td>$78,774</td>
<td>$78,774</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 1000 734 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
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<tr>
<td>267-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Counseling Services</td>
<td>Instructional Programs Improvement Services</td>
<td>10. Providing mental health services and supports</td>
<td>Providing mental health supports to students through a social emotional curriculum K-12 and also to provide employee mental health support through an employee assistance program.</td>
<td>$68,000</td>
<td>$63,000</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 2122 321 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
</tr>
<tr>
<td>267-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Programs Improvement Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Implementing Fastbridge assessments to identify student support needs. As well as incorporating i-ready learning to support differentiation of instruction to meet the individual needs of all students. A focused effort on the IPS for middle and high school students will be revised to ensure support for students in planning for post-secondary success.</td>
<td>$194,000</td>
<td>$138,000</td>
<td>$56,000</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 1000 321 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Certified Substitutes' Salaries for Certified Staff</td>
<td>Support learning through highly trained substitute teachers during quarantine and COVID.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07 E 1000 115 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction.</td>
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<td></td>
</tr>
<tr>
<td>Eligible True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$101,232</td>
<td>$50,616</td>
<td>$50,616</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07 E 1000 110 0000 413</td>
<td>Account number, Account name, Function code, and Object code completed per applicant's direction. Per applicant, this summer's focus is K-3 literacy at 4 elementaries, with 4 staff members at 4 buildings teaching, and we have over 130 students attending this summer. Our plans are to offer it again next year at the 4 elementaries with 4 staff members at each building. We will discuss data and determine if our focus is literacy, math or both.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
| Unied 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

![W-9 - West Franklin USD 2... (70 KiB download)](image)

**Applicant / Board Member List (if applicable)**

![West Franklin USD 287 Boa... (13 KiB download)](image)

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**Application details**

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>West Franklin</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>287</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>City</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

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.

- 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, 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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)


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:

- 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 of 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
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Expenditure ID</th>
<th>Expenditure ID</th>
<th>Expenditure ID</th>
<th>Expenditure ID</th>
<th>Expenditure ID</th>
<th>Notes</th>
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<tbody>
<tr>
<td>287-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Rentals</td>
<td>1.3. 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</td>
<td>$ 87,979</td>
<td>$ 87,979</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>25-702-2700-440</td>
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<tr>
<td>287-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$ 3,465</td>
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<td>$ -</td>
<td>$ -</td>
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<td>25-702-1000-644</td>
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<td>287-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>$ -</td>
<td>$ -</td>
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<td>Instruction</td>
<td>Textbooks</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>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.</td>
<td>$22,248</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>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.</td>
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<td>Other Employee Benefits</td>
<td>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</td>
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<td>287-1-022</td>
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<td>Central Services Other Employee Benefits</td>
<td>Other</td>
<td>Plan 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</td>
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<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
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<td>Plan 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</td>
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<td>287-1-025 Eligible Direct Allocation</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Other Employee Benefits</td>
<td>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</td>
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<td>287-1-027</td>
<td>Direct Allocation: Vehicle Operation, Regular Non-Certified Salaries</td>
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<td>287-1-028</td>
<td>Direct Allocation: Vehicle Operation, Social Security Contributions</td>
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### Table 1: Eligible Direct Allocation

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<th>Vehicle Operation</th>
<th>Other Employee Benefits</th>
<th>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</th>
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<th>Eligible Direct Allocation</th>
<th>Other Support Services (would include room and board for Special Education students)</th>
<th>Social Security Contributions</th>
<th>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</th>
<th>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</th>
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<td>Instruction Regular Non-Certified Salaries</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<tr>
<td></td>
<td></td>
<td>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</td>
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<td>$ 65,142</td>
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<td>287-1-034</td>
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<td>Instruction Textbooks</td>
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<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning</td>
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<td>Instruction Supplies-Technology Related</td>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
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<td>Purchased additional chromebooks for remote teaching and remote learning</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
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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.

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<th>Select an Applicant Type</th>
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<tbody>
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<td>Applicant / Entity Name</td>
<td>Ottawa USD 290</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td>1404 S. Ash Ottawa, KS 66067</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Ryan Cobbs</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:cobbsr@usd290.org">cobbsr@usd290.org</a></td>
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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

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<th>Full District Name</th>
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<td>Mailing Address</td>
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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 foundational 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 accommodate district guidelines for safety measures. We will also pay for an additional nurse to be housed at Garfield Elementary as this building did not have a full time nurse associated with it prior to 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.


- 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, 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 Garfield 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)

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)

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., the Elementary and Secondary Education Act of 1965, as amended, Title I, Title II, Title III, Title IV, Title V, Title VI, and Title VII, and as implemented through the State plans and agreements, conditional grants, and categorical grants.

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.
Coordinated 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.

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 of 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.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>290-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Providing an additional 20 minutes to the school day specific to math intervention due to instructional loss because of COVID for all students.</td>
<td>$900,000</td>
<td>$900,000</td>
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<td>290-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of new core math curriculum focusing on the need for problem solving due to gaps in mathematic achievement for all students.</td>
<td>$340,000</td>
<td>$340,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>290-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Addition of licensed staff member as a nurse for Garfield Elementary School</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>290-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We would like to purchase Lexia, Newsela, IXL, 95% group, and Happy Numbers to address gaps in learning of our students via intervention.</td>
<td>$138,000</td>
<td>$138,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>88 E 1000 644 0010 000</td>
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<td>290-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>The implementation of a summer school program to address credit recovery, math gaps, and reading gaps amongst our students.</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>290-1-006</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Addition of a 5th grade teacher at Lincoln to reduce class sizes for better instruction and spacing.</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>88 E 1000 110 0010 000</td>
</tr>
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</table>
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
USD 298, like most districts, experienced our greatest learning loss during the last spring semester of remote learning. 298 saw a decrease in student learning due to the new platform of remote learning over Zoom. Survey data shows that students and staff are struggling with social/emotional issues from this pandemic. As a small school district we have analyzed our current situation and have discovered that many of our subject area curriculum resources are between 7 and 15 years old. We see that we have a critical need for updated curriculum and resources in order to have the proper tools to address student remediation. We also see the need for a progress monitoring tool, such as FastBridge in order to provide us the necessary data to track student academic recovery. Our first focus will be on updating curriculum and monitoring student progress.

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.

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

- 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
provide, 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.
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- 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.
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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 298 will focus first on updating curriculum in core content areas along with implementing a progress monitoring program. After the initial purchase of core content curriculum, we will look to hire a Title 1 teacher and title para to support learning gaps at the elementary level. We also have some HVAC issues that we will address at a later date.
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 progress monitoring system will give us accurate data on student achievement and remediation. Updated curriculum will allow us to have effective standards based teaching and the learning from this curriculum will be monitored through the FastBridge progress monitoring system. We currently have 25 year old HVAC systems at our junior/senior high school. Replacing these systems over time will allow us to vastly improve the air quality and cleanliness at the junior/senior high school.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
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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 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))
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(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.
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(Authority: 20 U.S.C. 1221e-3 and 3474)

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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)

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.
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:

- 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 of 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 | Scott Crenshaw
Date | 03/30/2021

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<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>298-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies- Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of FastBridge assessment testing to provide a progress monitoring tool to assess student learning and remediation.</td>
<td>$6,400</td>
<td>$6,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>298-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of Social Science curriculum for grades 6-12 to replace 15 year old curriculum.</td>
<td>$21,536</td>
<td>$21,536</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Requested more information from district via email. Response from school district: Social Science: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 15 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.</td>
</tr>
<tr>
<td>298-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of updated k-12 math curriculum to match state standards in math.</td>
<td>$45,000</td>
<td>$45,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Requested more information from district via email. Response from school district: K-12 Math: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 17 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.</td>
</tr>
</tbody>
</table>
12. Addressing learning loss among students, including vulnerable populations

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of updated 6-12 science curriculum to replace 15 year old curriculum</td>
<td>1</td>
<td></td>
<td>$30,000</td>
</tr>
</tbody>
</table>

298-1-005 Eligible Direct Allocation 

14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace 25 year old HVAC units at the junior/senior high school</td>
<td>1</td>
<td></td>
<td>$130,000</td>
</tr>
</tbody>
</table>

Requested more information from district via email. Response from district: Science: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 15 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.
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
The emotional impact caused by stress has had the biggest impact on both students and staff. While we have been able to operate fully in person (with the exception of 6 days before Thanksgiving), it has been far from a normal year. We are not able to do many of the normal things we do to build relationships as we try to keep our protocols in place. We have had 4 incidents of student self-harm occur in our building during the school year, this is something we have never encountered before, and does not come close to the total number of students that have contemplated or completed acts of self harm outside of the school day. Our staff is also very stressed and overwhelmed. They are constantly over planning and working additional hours just in case we have to shut down. Additionally, it is a daily fight to get students and community members to follow our safety protocols which has caused more stress and animosity.

The increased operational costs have been another factor for us. We have spent money on masks, shields, and additional cleaning supplies that are above and beyond a typical year. We have also hired additional custodial staff to help ensure our buildings are properly sanitized throughout the day.

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

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, 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.
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 initial plan is to focus funding in these areas:

1. Increased summer school - We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students.

2. Social Emotional Support Training - We intend to offer additional and continued training for all staff so they are better equipped to help themselves and their students with social emotional needs. We also intend to offer training directly to students so they are better prepared to understand and find ways to cope with their social and emotional needs.

3. Instructional Coaching - We intend to use funds to provide instructional coaching for all of our classroom teachers through our area service centers. This will provide teaching staff with more support to improve overall instruction and instruction during the pandemic.

4. Creation of additional learning space - We intend to create an additional classroom in our library and an out door learning space that will help with social distancing.

5. Purchasing of additional bus - We intend to purchase an additional bus that will help with social distancing for our daily routes and activity trips.

6. Purchasing of additional technology - We intend to purchase additional staff laptops to ensure all staff have technology that allows them to create strong lessons for the students they work with, and provide instruction for students that are learning remotely.

7. HVAC upgrades - We intend to upgrade HVAC at our elementary building to improve air flow and learning conditions.

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 hope to see an increase in positive coping skills throughout out our student body, and a decrease in dangerous/harmful choices. We will measure this through the use of the KCTC survey and overall number of office referrals in each building. We also hope to see an increase in academic achievement as measured through the State Assessment and ACT testing.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

303 Ness City ESSER 2 Plan... (150 KiB download)
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 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))

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)

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. 12232)
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
  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 of 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 | Derek Reinhardt

Date | 03/30/2021

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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students. This will help to address student academic gaps and learning loss.</td>
<td>$24,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
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<tr>
<td>303-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We intend to use funds to provide instructional coaching for all of our classroom teachers through our area service centers. This will provide teaching staff with more support to improve overall instruction and instruction during the pandemic.</td>
<td>$5,000</td>
<td>$2,500</td>
<td>$2,500</td>
<td>-</td>
<td>-</td>
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<tr>
<td>303-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>10. Providing mental health services and supports</td>
<td>We intend to offer additional and continued training for all staff so they are better equipped to help themselves and their students with social emotional needs. We also intend to offer training directly to students so they are better prepared to understand and find ways to cope with their social and emotional needs.</td>
<td>$5,000</td>
<td>$2,500</td>
<td>$2,500</td>
<td>-</td>
<td>-</td>
<td>74160</td>
<td></td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Other Facilities Acquisition and Construction</td>
<td>PURCHASED PROPERTY SERVICES</td>
<td>Description</td>
<td>Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>303-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Facilities Acquisition and Construction</td>
<td>PURCHASED PROPERTY SERVICES</td>
<td>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</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>74170</td>
<td></td>
<td></td>
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<tr>
<td>303-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>PROPERTY</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>We intend to purchase an additional bus that will help with social distancing for our daily routes and activity trips.</td>
<td>$65,000</td>
<td>$65,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>74180</td>
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<tr>
<td>303-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PROPERTY</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>We intend to purchase additional staff laptops to ensure all staff have technology that allows them to create strong lessons for the students they work with, and provide instruction for students that are learning remotely.</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>74190</td>
<td></td>
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<tr>
<td>303-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Facilities Acquisition and Construction</td>
<td>PURCHASED PROPERTY SERVICES</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>We intend to upgrade HVAC at our elementary building to improve air flow and learning conditions.</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>74170</td>
<td></td>
</tr>
</tbody>
</table>

Response from District: This technology purchase is a combination of both a need to address the needs of the couple of students we currently have in remote learning, and also to help prepare for any additional times we may have to move to remote learning in the future. 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.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Salaries</th>
<th>Activity Description</th>
<th>Expenditure</th>
<th>Function Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>This expenditure will be used to reimburse for paid leave related to COVID related absences and substitute pay during those times. Our paid leave and substitute pay due to COVID is in excess of $15,000, so all of the requested $7161 will be applied to 1000 Function Code</td>
<td>$7,161</td>
</tr>
</tbody>
</table>

Response from District: This expenditure will be used to reimburse for paid leave related to COVID related absences and substitute pay during those times. Our paid leave and substitute pay due to COVID is in excess of $15,000, so all of the requested $7161 will be applied to 1000 Function Code.
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 | Licensed Child Care Provider

Applicant / Entity Name | Fairfield USD #310 Daycare

Applicant / Mailing Address

Betsy McKinney
16115 S. Langdon Rd.
Langdon, KS 67583

Applicant / First and Last Name of Owner, CEO, or Executive Director | Betsy McKinney

Applicant / Email Address of Owner, CEO, or Executive Director | bmckinney@usd310.org

Applicant / Phone Number | 620-596-2152

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) | 48-0720350

Applicant / Website Address (if applicable) | www.usd310.org

Applicant / Child Care Licensing Number (if applicable) | 0077353-005
Applicant / Mission Statement (if applicable)

To provide high quality, developmentally appropriate child care for preschool children with a focus on the individual child's age and ability to stimulate social, cognitive, physical and emotional growth.
To provide a safe, nurturing and recreational environment for school age children displaced by school changes due to the pandemic.

Application details

Full District Name | Fairfield Schools
District Number | 310
Mailing Address | 15116 S. Langdon Rd.
Mailing Address | Langdon
Mailing Address | 67583
Authorized Representative of the District | Betsy L. McKinney
Authorized Representative of the District | Superintendent
Authorized Representative of the District | bmckinney@usd310.org
Authorized Representative of the District | +16205962020
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 hit our district and impacted us in several ways. First and foremost, for the first time in eight years, our K-3 reading scores fell dramatically. It’s easy to see why, because the pandemic stopped our MTSS groupings for over 1/2 of this school year and it also ended our After School Program that focused on students who were reading behind grade level. We had to keep students within their cohorts. The same thing happened with high and middle school science; learning through zoom instead of by projects hurt the students academically. We are a high-poverty and high At-Risk district, and our parents felt a financial squeeze more than ever. This led to more students living in poverty who oftentimes only had the opportunity to eat at school. We also had more foster children this year than we have had in the past. More of our students are going to therapy on campus. We had to totally change our cleaning chemicals and methods to that of a new, approved COVID-19 protocol. Technologically we did the best we could, but it could have been better. We need more devices for students and more internet capability in our six small towns. The ESSER 2 money will help so much in all of these 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.

- 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, 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.

Our plan to use the ESSER II funds encompasses several areas. First, academically, we want to use the ESSER money to fund
an innovative summer program for our K-12 students; this is to help them overcome areas where they have fallen behind. We
have selected a new Reading Program for our K-6 that ties in more easily with the Kansas ELA standards and MTSS format
than our former program. We also would like to purchase some STEM materials for our middle and high school students to
use to in part help them overcome the losses from this year. We want to fund an After-School Program for K-6 for next year
for those who are behind grade level in reading or math. We also would bring our district up to where we need to be
technologically, with a device for every student that has both a camera and a microphone (in case we zoom again if the
pandemic returns.) We need to purchase many laptops and also need to work on our district connectivity and the internet
availability to our six small towns. This was a real problem when we were remote, as in the spring of 2020. We are also asking
for money to fund the paraprofessional and full-time sub for the last 1.5 months of the 20-21 school year. They were hired
only because of COVID-19. We also want to continue to fund an extra custodian because it takes one to do our COVID
Protocol. We want to extend our MHIT counseling on campus into the summer as well! Finally, we would like to have funds to
provide employees who worked extra hours (with documentation) a $500 stipend to help compensate some of their extra
time and also the use of their home internet service.

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

Academically, we will be able to see clearly from data comparisons to previous years. Technology wise, we will be able to
compare future surveys of students and staff to past surveys. We will also be a 1-to-1 district after purchasing more devices.
We would use our social-emotional measure to see if the extra counseling/therapy in the summer translates over to fewer
discipline issues or DCF/law enforcement referrals in the fall. Check sheets for our COVID Protocol of cleaning will show what
work has been completed daily over the time period. The Summer Academy students will be followed academically to see the
long-term impact upon their grades and credit recovery.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II
  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 Per Student 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](310_Faireld_ESSER II PL... (156 KiB download)) 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 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))


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)
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)

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)

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:

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 of 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 (CRRSA), 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 | Betsy L. McKinney

Date | 04/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>310-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Fairfield Summer Academy 2021, pay instructors/tutors/drivers/mileage/supplies. This will target student needs.</td>
<td>$51,391</td>
<td>$51,391</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-1000-110-00-00</td>
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<tr>
<td>310-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Chemicals and cleaning supplies required in our Covid 19 protocol.</td>
<td>$6,007</td>
<td>-</td>
<td>$6,007</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>310-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Program for 2020-2021 for whole school year to target student needs of those in poverty, with disabilities, ESOL, homeless or foster children.</td>
<td>$47,950</td>
<td>-</td>
<td>$47,950</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-1000-120-00-00</td>
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<tr>
<td>310-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Continue to fund the full-time sub for the last 1.5 months of the 20-21 school year (many absences due to COVID or quarantine)</td>
<td>$2,970</td>
<td>$2,970</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-1000-110-00-00</td>
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<td>310-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.</td>
<td>Continue to fund the extra paraprofessional for the last 1.5 months of the 20-21 school year. She takes temperatures daily and helps At-Risk children for part of the day.</td>
<td>$1,944</td>
<td>$1,944</td>
<td>-</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Continue the extra custodial position to keep up with our COVID protocol of prevention. We have two part-time people whose hours equal one full time custodian.</td>
<td>$1,440</td>
<td>$1,440</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-2600-120-00-00</td>
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<td>310-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>This would be to continue to fund one extra custodial position to help prevent the further spread of the virus. This person cleans rooms daily as students leave for breaks.</td>
<td>$21,600</td>
<td>-</td>
<td>$21,600</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-2600-120-00-00</td>
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<tr>
<td>Number</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>5,000</td>
<td>-</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>21-1000-110-00-00</td>
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<tr>
<td>310-1-008</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Reg</td>
<td>10. Providing mental health services and supports</td>
<td>We want to extend our MHIT counseling program into June and July, something we've never done before. Our students can keep coming to campus to meet with their Horizon's therapist. This money is to cover the expenses of extending the program</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>21-1000-110-00-00</td>
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<tr>
<td>310-1-009</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Our plan is to purchase educational technology including software, hardware, and more connectivity. We are currently short on student devices after the pandemic. This will enable learners from grade 3-12 to use the interactive Google Classroom platform.</td>
<td>70,000</td>
<td>-</td>
<td>70,000</td>
<td>-</td>
<td>-</td>
<td>21-2230-650-00-00</td>
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<tr>
<td>310-1-010</td>
<td>Eligible Direct Allocation Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students.</td>
<td>20,000</td>
<td>-</td>
<td>20,000</td>
<td>-</td>
<td>-</td>
<td>21-1000-600-00-00</td>
<td></td>
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<tr>
<td>310-1-011</td>
<td>Eligible Direct Allocation Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Our Science scores at FHS also fell this year and we want to address that by purchasing a STEM curriculum to address our weak areas.</td>
<td>7,160</td>
<td>-</td>
<td>7,160</td>
<td>-</td>
<td>-</td>
<td>21-1000-600-00-00</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Personnel Services</td>
<td>Additional Compensation</td>
<td>$500 stipends to employees who can provide documentation of outside-of-contract time work to overcome challenges of pandemic. This would be paid to approximately 45 employees, but at this point that is a guess. Nobody would get a stipend without proper documentation. This would help encourage our staff to go above and beyond if the pandemic continues.</td>
<td>$22,500</td>
<td>$22,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21-2570-150-00-00</td>
<td></td>
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</tbody>
</table>
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
Mailing Address | 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

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  | kmcclure@usd313.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 Covid-19 pandemic and subsequent school closures contributed to learning loss for students in USD313. Achievement scores in grades PreK-5 show the greatest decline in grades Kind -3rd grade. The greatest drop occurred in 3rd grade reading with a drop of 14% from previous years.

In high school (grades 9-12), course failure rates at semester at the secondary level were increased just over 15% compared to previous years. An additional concern is the number of students who failed multiple courses and are further at risk from graduating from high school. In middle school (grades 6-12), the failure rate at semester was nearly 40% higher than previous years. Since implementing after school tutoring and having students back full-time, those rates have decreased.

Mental health concerns are also on the rise. We have partnered with Horizons this year and caseloads are already over capacity which has us asking Horizons to assign another full time worker in our buildings. Our SEL data is showing depression and suicide behavior at alarming levels with 43% responding they are depressed and 20% having suicidal thoughts. In both instances, high school students in Buhler are higher than the state average. On our most recent Kansas Communities that Care data, our “Low Commitment to School” increased 7% across grade levels showing lack of engagement is an issue.

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.
At the time of submitting the application, USD 313 had approximately $130,000 left in ESSER 1 funding and approximately $40,000 in Special Education ESSER 1. USD 313 plans to use the remaining funds for finishing out the school year with our 3 full-time substitute teachers, software renewal like zoom, technology repairs/breakages, and professional development for our teachers. The professional development will revolve around resiliency, self-care, and SEL training. We anticipate ESSER 1 to be completely spent by the end of June. USD 313 will flow through the special education to our local Coop (RCEC) as needed. The Coop administration will determine the best use of those funds.

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

- 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, 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.

These funds will be used in a variety of ways. First of all, USD 313 will provide summer learning opportunities through a 3 week STEAM camp in June and a 3 week Summer School in July. These opportunities will provide students with opportunities to grow academically as we expect tremendous learning loss. Additionally, this gives students and staff more time to work on SEL skills. USD 313 is employing an additional Counselor at our middle school to reduce the student to counselor ratio and to help with SEL lessons and mental health. We are also employing a math interventionist at Plum Creek Elementary as they are a large school and will need additional support to help students with learning loss. Finally, we are addressing our quality of air by applying I-wave technology to all of our HVAC units district wide to help contain the spread of viruses, pollen, mold, etc.

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

1.) Formative and Summative Local and State Assessments
2.) Attendance rates
3.) 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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)


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:

- 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 of 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 (CRRSAAA), 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.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Covid-19 has created us to think about different learning models moving forward. As a result of the pandemic, we will be offering a virtual school next year. This expenditure will allow us to pay our virtual instructor/director during June, July, and August before the “normal contract” starts in September.</td>
<td>$ 16,000</td>
<td>-</td>
<td>$ 16,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96-1000-110-415-05</td>
<td>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.</td>
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<td>313-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies- Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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 purchase the software platform to get the virtual school off the ground.</td>
<td>$ 10,000</td>
<td>-</td>
<td>$ 10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96-1000-653-409-05</td>
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<td>313-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$ 115,000</td>
<td>-</td>
<td>$ 60,000</td>
<td>$ 55,000</td>
<td>-</td>
<td>-</td>
<td>96-1000-110-411-00</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$ 25,000</td>
<td>-</td>
<td>$ 15,000</td>
<td>$ 10,000</td>
<td>-</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$ 30,452</td>
<td>-</td>
<td>$ 20,000</td>
<td>$ 10,452</td>
<td>-</td>
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<td>96-1000-610-411-00</td>
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<tr>
<td>313-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>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</td>
<td>$48,000</td>
<td>$-</td>
<td>$24,000</td>
<td>$24,000</td>
<td>96-1000-110-411-00</td>
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<tr>
<td>313-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services Regular Certified Salaries 10. Providing mental health services and supports Hiring an additional a counselor to provide support for students as we come out of the pandemic</td>
<td>$86,000</td>
<td>$-</td>
<td>$43,000</td>
<td>$43,000</td>
<td>96-2120-110-410-00</td>
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<tr>
<td>313-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services Group Insurance 10. Providing mental health services and supports Insurance benefit for added counselor</td>
<td>$13,000</td>
<td>$-</td>
<td>$6,500</td>
<td>$6,500</td>
<td>96-2120-210-410-00</td>
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<tr>
<td>313-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries 16. Other activities necessary to maintain LEA operations and services and employ existing FFA staff Adding a math interventionist to help with learning loss and interventions throughout the school year.</td>
<td>$100,000</td>
<td>$-</td>
<td>$50,000</td>
<td>$50,000</td>
<td>96-1000-110-415-08</td>
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<tr>
<td>313-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Social Security Contributions 16. Other activities necessary to maintain LEA operations and services and employ existing FFA staff Insurance benefit for added math interventionist</td>
<td>$13,000</td>
<td>$-</td>
<td>$6,500</td>
<td>$6,500</td>
<td>96-1000-220-415-08</td>
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<tr>
<td>313-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation) Heating and Cooling System 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities Ionization of air using I-Wave technology as well as replacement of 4 rooftop units that are causing severe humidity issues creating classrooms that are not being able to be used. These classrooms are needed for social distancing</td>
<td>$260,458</td>
<td>$260,458</td>
<td>$-</td>
<td>$-</td>
<td>96-2600-730-414-00</td>
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<tr>
<td>313-1-012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation) Repairs and Maintenance Services 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities Labor for Ionization of air using I-Wave technology as well as replacement of 4 rooftop units that are causing severe humidity issues creating classrooms that are not being able to be used. These classrooms are needed for social distancing</td>
<td>$117,325</td>
<td>$117,325</td>
<td>$-</td>
<td>$-</td>
<td>96-2600-430-414-00</td>
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<tr>
<td>313-1-013</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Other Supplies and Materials</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Additional Filters for all of our HVAC systems as the ionization process causes more collection of contaminants and we will need to replace more often than before.</td>
<td>$8,000</td>
<td>$-</td>
<td>$8,000</td>
<td>$-</td>
<td>$-</td>
<td>$96-2600-619-414-00</td>
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<td>313-1-014</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA for math interventionist and summer school instruction</td>
<td>$20,000</td>
<td>$-</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$-</td>
<td>$96-1000-220-000-00</td>
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<tr>
<td>313-1-016</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing F&amp;A staff.</td>
<td>Our district provides a 403B match up to $75 per month. This will cover the expense for the added math interventionist</td>
<td>$1,800</td>
<td>$-</td>
<td>$900</td>
<td>$900</td>
<td>$-</td>
<td>$96-1000-291-415-00</td>
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<tr>
<td>313-1-017</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
<td>Our district provides a 403B match up to $75 per month. This will cover the expense for the added guidance counselor</td>
<td>$1,800</td>
<td>$-</td>
<td>$900</td>
<td>$900</td>
<td>$-</td>
<td>$96-2120-291-410-00</td>
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<tr>
<td>313-1-018</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment tax for added summer school instruction, after school learning opportunities, and math interventionist.</td>
<td>$400</td>
<td>$-</td>
<td>$200</td>
<td>$200</td>
<td>$-</td>
<td>$96-1000-260-415-00</td>
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<td>313-1-019</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>Unemployment tax for added guidance counselor</td>
<td>$200</td>
<td>$-</td>
<td>$100</td>
<td>$100</td>
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<td>$96-2120-260-410-00</td>
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<tr>
<td>313-1-020</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Fastbridge software/assessments to identify student needs</td>
<td>$15,000</td>
<td>$-</td>
<td>$15,000</td>
<td>$-</td>
<td>$-</td>
<td>$96-1000-653-405-00</td>
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<tr>
<td>313-1-021</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supervision and duties related to administration of summer school</td>
<td>$4,000</td>
<td>$-</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$-</td>
<td>$96-2400-110-411-00</td>
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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 | 785-889-4614

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 | 322
Mailing Address | Street Address | P.O. Box 60 500 High Street
Mailing Address | City | P. O. Box 60 Onaga
Mailing Address | Zip Code | 66521
Authorized Representative of the District | Name | Daniel C. 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

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 320+ K-12 students have been negatively impacted in several ways throughout the pandemic. Initially, our district was not prepared technologically to handle this type of educational disruption. Many of the needs we continue to have for responding to the impact of the pandemic are technological in nature, including internet connectivity, infrastructure, and device availability and reliability. As a result, there are obvious student learning and SEL impacts. Our local assessments show the biggest areas of learning loss are in the areas of mathematics, English Language Arts, literacy skills, and reading comprehension. Complicating matters further, our entire district is one of significant poverty so our schools serve as much needed resource hubs in a number of ways, including our ability to lead the way for families to stay connected and engaged through technology. Trying to educate our students in full remote during the spring of 2020, quarantining protocols, and continuing with some remote learners and families up to present day has continued to exacerbate a myriad of ongoing technological issues resulting in a detrimental learning experience for too many 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.

• 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, 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 continue to lack adequate and reliable technology to fully equip our students to experience success. Therefore, some of the funds will be used to make sure all students have the technology needed to help them remain active, engaged, and connected to the school with the expectation that it will be fully utilized to facilitate learning in the academic areas where students have fallen behind due to the pandemic. Additionally, funds will be utilized to enhance internet safety filtering software for our devices that we have provided to families over the time of the pandemic. We have not adequately or sufficiently updated internet safety filtering for devices when they are off campus. It is critically important that we protect our students with currently available filtering technology for when students access the Internet for school-related reasons but are not on-site. We will also provide targeted summer learning opportunities for students. This application seeks to secure funds for the summer of 2021. We intend to provide targeted support in math and English Language Arts and maximize attendance with transportation lunch provided.

Our district plans to utilize funds to support the ongoing professional learning needs of staff to maximize student growth and achievement, especially in response to pandemic-related learning loss. We will utilize the professional learning supports and services via Greenbush School Improvement Services consortium. This will provide in-person and virtual professional learning on addressing learning loss, goal setting based on needs related to our response to the pandemic, and data analysis support to identify student learning loss, plan our instruction accordingly, and identifying and responding to any other critical learning or social and emotional needs of our students. We will also utilize some funds to fully pay for school nurse additional hours utilized this school.

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

Impacts of the expenditures will be clear by the (hopeful) student recovery pace in loss of learning noted in ongoing assessment pieces. This can be measured by data return from assessment and indicators related to state standards accountabilities and grade level performance on various measurements. The students will also be better connected and able to communicate and utilize technology to utilize a variety of learning environments and resource in the means to that end...and with the protection of filtering the district will have done it's due diligence in working SAFELY toward connectivity and learning loss recovery directly related to the pandemic and Covid 19. The health and wellness, SEL and traditional will also be greatly benefitted by the already increased hours of our medical professional.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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. 1221e-3, 3474, and 6511(a))

§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. 1232f)


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;

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:

- 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
• 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 of 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 | Daniel C. Polk
Date | 04/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>322-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School for learning loss, low-income, children with disabilities.</td>
<td>$20,250</td>
<td>$20,250</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-001-1000-110</td>
<td>July 12 through July 30, 8:00-12:00 p.m. (k-8)</td>
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<tr>
<td>322-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.</td>
<td>$3,828</td>
<td>$3,828</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-800-1000-650</td>
<td>Tablet Charging carts, bought more tablets last year for COVID remote learning (Phone Call 4/28/2021). 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.</td>
</tr>
<tr>
<td>322-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.</td>
<td>$92,640</td>
<td>$92,640</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-800-1000-650</td>
<td>PCs and ipads (for elementary and middle school) reimbursement for current year (Phone Call 4/28/2021)</td>
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<tr>
<td>322-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Providing administration and staff with resources to address student needs</td>
<td>$6,684</td>
<td>$6,684</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-800-2300-300</td>
<td>Greenbush invoice for school improvement &amp; for assessing students and prioritizing learning loss caused by COVID (Phone Call 4/28/2021)</td>
</tr>
<tr>
<td>322-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School for learning loss, low-income, children with disabilities.</td>
<td>$2,025</td>
<td>$2,025</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-007-1000-220</td>
<td>FICA for summer school teacher (Phone Call 4/28/2021)</td>
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<tr>
<td>322-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Bus Driver/Transportation FICA (for Summer School for learning loss, low-income, children with disabilities)</td>
<td>$525</td>
<td>$525</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36-007-2720-220</td>
<td>FICA for summer school bus driver (Phone Call 4/28/2021)</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>Summary</td>
<td>Amounts</td>
<td>Remarks</td>
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<td></td>
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<tr>
<td>322-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>Summer School for learning loss, low-income, children with disabilities.</td>
<td>$4,500 $4,500</td>
<td>- $ - $ - $ - 36-008-2710-120 Bus Driver salary for summer school (Phone Call 4/28/2021)</td>
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<tr>
<td>322-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Servicing and Maintenance</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$1,500 $1,500</td>
<td>- $ - $ - $ - 36-800-2720-626 Transportation/gasoline for summer school (Phone Call 4/28/2021)</td>
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<tr>
<td>322-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Medical Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$10,383 $10,383</td>
<td>- $ - $ - $ - 36-800-2710-300 Reimbursement for school nurse (increased to 4 hours a day) (Phone Call 4/28/2021)</td>
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<tr>
<td>322-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies - Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.</td>
<td>$8,657 $8,657</td>
<td>- $ - $ - $ - 36-800-1000-650 Maintenance service for technology (provide servers and push updates) (Phone Call 4/28/2021)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Perry Lecompton Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>343</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>205 W. Bridge St.</td>
</tr>
<tr>
<td>City</td>
<td>Perry</td>
</tr>
<tr>
<td>Zip Code</td>
<td>66073</td>
</tr>
<tr>
<td>Name</td>
<td>J.B. Elliott</td>
</tr>
<tr>
<td>Position or Title</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:jelliott@usd343.org">jelliott@usd343.org</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>+17855975138</td>
</tr>
</tbody>
</table>

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

Other District Representative 1 | Email Address | mblosser@usd343.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.

We have used AIMSWeb plus, MAP, Really Great Reading, and Panorama and State Assessments to identify students in need and to which areas they are in need. We have seen more students falling below grade level, particularly in our elementary students. We believe these students struggled with online learning in the Spring of 2020 and various times throughout remote learning as needed due to quarantine related to COVID-19. Online learning had a higher negative impact on our special education population. We have currently identified a total of 148 students PreK-12 that need remediation to move up to grade level or return to the path of graduating on time. We have 785 students PreK-12. Therefore this would represent just over 18% of our students. Additional data that would be useful is the number of students in our special education population. We have 169 students in our district with an IEP. We have 48 students in our 3-year old and 4-year old preschool program.

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.

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, 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.

During the 2020-21 school year, we added programs to help with the deficiencies discovered. 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 an additional 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.

We are hopeful that by offering full-day instruction, breakfast, and lunch, along with transportation to and from the school, parents will be encouraged to allow their students the opportunity to recover instruction lost during the pandemic.

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

At the end of the summer program, students will be assessed locally using the appropriate assessment for the student’s grade level. The number of students showing academic growth will be utilized to determine the success of the program.

Students in grades 9-12 will participate in credit recovery class(es). The number of students successfully recovering (earning) high school credit will be used to determine the success of this program. Our efforts in improving student performance will be monitored through local and State assessments during the 2021-22 school year and beyond.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as 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 Per Student 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 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))


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.

(As of: 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.

(As of: 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.

(As of: 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.

(As of: 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.

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


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.

(As of: 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)


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:

- 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 of 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              | 04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
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<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>343-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Renaissance Learning: IGGI - Early Childhood Progress monitoring tool.</td>
<td>$420</td>
<td>$210</td>
<td>$210</td>
<td>$-</td>
<td>-</td>
<td>96260</td>
<td></td>
</tr>
<tr>
<td>343-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>$6,273</td>
<td>$1,560</td>
<td>$4,713</td>
<td>$-</td>
<td>-</td>
<td>96260</td>
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</tr>
<tr>
<td>343-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Really Great Reading Program: Intervention and monitoring program for students in grade K-4</td>
<td>$30,810</td>
<td>$22,035</td>
<td>$8,775</td>
<td>$-</td>
<td>-</td>
<td>96260</td>
<td></td>
</tr>
<tr>
<td>343-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Really Great Reading Manipulatives for students</td>
<td>$7,590</td>
<td>$7,590</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>96260</td>
<td></td>
</tr>
<tr>
<td>343-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>OTHER PURCHASED SERVICES</td>
<td>10. Providing mental health services and supports</td>
<td>Panorama Social Emotional Screener</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96310</td>
<td></td>
</tr>
<tr>
<td>343-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects online. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continuing as the provider in the 2021-22 school year.</td>
<td>$4,394</td>
<td>$2,197</td>
<td>$2,197</td>
<td>$-</td>
<td>$-</td>
<td>96260</td>
<td></td>
</tr>
</tbody>
</table>

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual 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.
| 343-1-007 | Eligible | Direct Allocation | Instruction | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students | Seesaw Platform - This allowed K-2 grade teachers to post assignments, assessments, and projects on-line. | $605 | $605 | $- | $- | $- | $96260 |
| 343-1-008 | Eligible | Direct Allocation | Instruction | PURCHASED PROFESSIONAL AND TECHNICAL SERVICES | 12. Addressing learning loss among students, including vulnerable populations | NWEA - MAP Assessment Tool. We would like to use MAP Assessment Tool to identify student learning loss from Covid. | $8,238 | $- | $8,238 | $- | $- | $96260 |
| 343-1-009 | 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 | Nurse Health Assistant: This position will conduct weekly COVID screening and testing through the summer and the 2021-22 school year. Position will begin in May of 2021. Amount includes 8% FICA. | $22,486 | $5,184 | $17,302 | $- | $- | $96120 |
| 343-1-010 | 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 |
| 343-1-011 | 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 |
| 343-1-012 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students | 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 | $1,382 | $691 | $691 | $- | $- | $96135 |

Additional information provided by district: the summer tech is hiring HS students to update the tech in the summer to prepare devices to help with learning loss.
<table>
<thead>
<tr>
<th>Item ID</th>
<th>Eligibility</th>
<th>Allocation</th>
<th>Instruction</th>
<th>Salary Type</th>
<th>Description</th>
<th>Quantity</th>
<th>Base Salary</th>
<th>FICA</th>
<th>Total Pay</th>
<th>Notes</th>
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<tbody>
<tr>
<td>343-1-013</td>
<td>Ineligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Additional Duty - We added streaming to all events that had attendance restrictions due to COVID. This included H.S./M.S. athletic events, Board Meetings, and our Learning updates. All events are viewable on our YouTube channel. Search USD 343 Media. 1 staff member needed for Board meetings and Learning updates, 3 staff members for basketball games, and 4 for football games. Pay rate was $14 per hour.</td>
<td>$8,428</td>
<td>$4,214</td>
<td>$4,214</td>
<td>$-</td>
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<tr>
<td>343-1-014</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Tier pay is $34.04/hr, plus FICA</td>
<td>$48,527</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>343-1-015</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is $14.06/hr, plus FICA</td>
<td>$11,662</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>343-1-016</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is $16.25/hr, plus FICA</td>
<td>$3,370</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>343-1-017</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is $14.06/hr, plus FICA</td>
<td>$1,458</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>343-1-018</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is $13.50/hr, plus FICA</td>
<td>$700</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>343-1-019</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>July ’21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is $55/hr, plus FICA</td>
<td>$5,702</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Gasoline</td>
<td>July '21 Summer School: Fuel for summer bus routes. Estimated at $3.10/gal and using 12.5 gal daily x 4 buses.</td>
<td>$1,860</td>
<td>$ -</td>
<td>$ 1,860</td>
<td>$ -</td>
<td>$ -</td>
<td>$96160</td>
<td>125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Food Service Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is $14.06, plus FICA</td>
<td>$3,280</td>
<td>$ -</td>
<td>$ 3,280</td>
<td>$ -</td>
<td>$ -</td>
<td>$96080</td>
<td>125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>July '21 Summer School: Field Trip Fees - admission. Figured at $5 per student with 125 students participating.</td>
<td>$2,500</td>
<td>$ -</td>
<td>$ 2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$96150</td>
<td>125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>July '21 Summer School: Classroom supplies. Figured at $150 at 12 classrooms</td>
<td>$1,800</td>
<td>$ -</td>
<td>$ 1,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$96340</td>
<td>125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>July '21 Summer School: Trainer for Florida Virtual School. Using for enrichment for students needing additional resources. USD 343 Tier rate of #34.04 at 30 hours.</td>
<td>$1,103</td>
<td>$ -</td>
<td>$ 1,103</td>
<td>$ -</td>
<td>$ -</td>
<td>$96100</td>
<td>1 teacher trained in Florida Virtual Platform for K-6, this teacher will teacher train other teachers who will support summer school, which addresses learning loss due to COVID. (Phone Call 4/28/2021)</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Electricity</td>
<td>Additional cost for Utilities for summer school program. Estimated at $2,000 for the month of July.</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ 4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$96400</td>
<td>125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)</td>
</tr>
</tbody>
</table>
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
Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Pleasanton USD 344</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>344</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>City</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

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.

Last spring when students were fully remote we noticed that our MAPS scores were pretty static with no improvements from winter to fall of 2020. This was the fact for nearly every student enrolled in USD 344. This school year we have offered face to face education all year along with giving parents the opportunity to choose a hybrid or remote option. The bulk of our families chose to be in an in person learning environment. The impact of Covid-19 quarantines has been tough at times though as students have had to have substitutes teaching classes for up to a couple weeks at a time. We have approximately 12 students that have been affected by the spring shutdown that have been working with our counselors. These students represent all student 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.


- 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, 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.

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.

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 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.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)

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)
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:

- 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 of 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 │ Travis Laver

Date │ 03/25/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
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<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>344-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school session for 2021 and 2022 Teacher salaries.</td>
<td>$130,000</td>
<td>$65,000</td>
<td>$65,000</td>
<td>$ -</td>
<td>$ -</td>
<td>4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount</td>
<td></td>
</tr>
<tr>
<td>344-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school session for 2021 and 2022 aide salaries</td>
<td>$16,000</td>
<td>$16,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount</td>
<td></td>
</tr>
<tr>
<td>344-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school session for 2021 and 2022 building principal salaries for days that they are not contracted in June.</td>
<td>$18,830</td>
<td>$9,300</td>
<td>$9,530</td>
<td>$ -</td>
<td>$ -</td>
<td>4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount</td>
<td></td>
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<tr>
<td>344-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school session for 2021 and 2022 bus driver to transport summer school student to and from school</td>
<td>$2,100</td>
<td>$1,000</td>
<td>$1,100</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>344-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school supplies for STEM projects, and art projects. We will also utilize funds for remote enhanced learning from our education consortium.</td>
<td>$15,000</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$ -</td>
<td>$ -</td>
<td>7 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</td>
<td></td>
</tr>
<tr>
<td>344-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Repair of Buildings</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Clean air systems and filtration. Replace air handling units with rated filtration and ionizer capability.</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
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<tr>
<td>344-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Equipment</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Adding another bus route to allow more space for students on existing routes. District would pay salary of additional driver and this would pay remaining amount of bus cost after clean diesel grant</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
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<tr>
<td>344-1-009</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Other Employee Benefits</td>
<td>10. Providing mental health services and supports Gym memberships for staff.</td>
<td>$ 2,500</td>
<td>$ 700</td>
<td>$ 1,800</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
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</tr>
</tbody>
</table>
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 Address | 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 additional district representatives to the application? | Yes |
| Other District Representative 1 | Email Address | andra@usd356.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 356 - Conway Springs is a rural school district with just over 400 public school students and we also partially serve 97 students who attend a local private school. During the shut down of in-school education in the spring of 2020, we had to provide remote learning for all of our students. This was hard on our students and teachers because none of them had ever been in this type of learning scenario. Through the summer, counselors and teachers offered to stay in contact with any students whenever they felt the need. As we began school in Fall 2021, we were able to hold in person classes with some still choosing to do remote learning. We also found some students, especially in our elementary grades were behind due to the remote learning from Spring 2020. Our staff has worked very hard to catch students up this year, but we have still seen some struggling, again, mostly in our lower elementary grades.

The entire COVID-19 situation has created many challenges as we were all making adjustments in the middle of a crisis to ensure student and staff safety and to continue moving students forward in their educational process.

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.


- 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, 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.
Throughout the COVID-19 pandemic, we have found areas that we need to address. We need to purchase more technology so that our students can have their own computer to be used by them only. This allows all students to have their computer at school and at home when needed. We also need to buy additional interactive boards for teachers to use while students are learning remotely.

During our adjustment to the pandemic, we found that we need higher internet speed for our students and staff for remote learning situations, so we will be updating and adding fiber connectivity to help increase our information transition speed. We found that the students who seem to have regressed the most during the remote learning time were in our lower elementary grades. We need to hire an additional teacher in that grade level area so that students can have more one to one instruction to catch them up in math and reading. We also need to improve our curriculum in the elementary level and utilize diagnostic tests in that curriculum to better diagnose where each student is struggling so that we can individualize each student's education to get them back on track.

We will need to utilize staff through the summer to help students stay on track and will need to pay for subs from quarantines and trainings. Student and staff safety needs to be addressed with improved air quality utilizing fresh air movement and clean air. Replacing water fountains with bottle fillers to help stop any spread of germs is another area of concern. Other student safety tools will be addressed.

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 learned lessons each day throughout the pandemic. We have seen some success with some things and have had to make changes on others. We have looked at where we are lacking and feel we can utilize the ESSER II funds to make improvements. We will continue to monitor student success and safety as we make purchases and implement changes. We will continue to monitor student mental and physical health as well as continuing to track students achievement through assessments and surveys.

We feel with the help of the ESSER II funds, we can continue to support our students and continue to see positive changes in them.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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

A State and a subgrantee shall comply with the 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)

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)

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)


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:

- 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 of 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 (CRRSA), 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 | Clay Murphy
Date | 03/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
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<td>356-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Please describe the expenditures within the account and how they will address a COVID-19 need. Salaries for additional summer session for enhanced learning and social and emotional interventions due to COVID times learning disruption.</td>
<td>$ 18,215</td>
<td>$ -</td>
<td>$ 18,215</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-110-707</td>
<td>- Please provide the number of expected teachers and students who will benefit from this expenditure. Provide the duration (dates and times) expected to provide during summer school.; Applicant email response: 5 teachers and 2 counselors for 20 days, 4 hours per day. Estimate 50 students.</td>
</tr>
<tr>
<td>356-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Salary for additional staff to lower Elementary class size for more one on one learning to help with learning loss due to COVID.</td>
<td>$ 38,980</td>
<td>$ -</td>
<td>$ 38,980</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-110-707</td>
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<tr>
<td>356-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.</td>
<td>Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios.</td>
<td>$ 6,093</td>
<td>$ 6,093</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-115-707</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social security &amp; Medicare payroll costs - summer session (see above)</td>
<td>$ 1,394</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Social security &amp; Medicare payroll costs - Elem class size (see above)</td>
<td>$ 2,981</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.</td>
<td>Social security &amp; Medicare payroll costs - Substitute Teachers (see above)</td>
<td>$ 435</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
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<td>Unemployment payroll costs - summer session (see above)</td>
<td>$ 18</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Description</td>
<td>Unemployment payroll costs - Elem class size (see above)</td>
<td>Unemployment payroll costs - substitute teachers (see above)</td>
<td>Amount</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
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<td>$39</td>
<td>$-</td>
<td>$39</td>
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<td>356-1-009</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.</td>
<td>$6</td>
<td>$6</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$4,788</td>
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<td>356-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$61,928</td>
<td>$42,175</td>
<td>$19,753</td>
<td></td>
<td></td>
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<td>356-1-012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>The loss of learning in math, during COVID, is evident per our data - especially in the elementary. We need to improve our math curriculum, along with the diagnostic testing that comes with the curriculum to get students back on track. This whole school purchase and approach will pay dividends for many years.</td>
<td>$26,917</td>
<td>$-</td>
<td>$26,917</td>
<td></td>
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</tbody>
</table>

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.
| Eligible Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | 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 spread by replacing water fountains with water bottle fillers, putting in new classroom sinks and replacing an outdated HVAC units to obtain better air quality. The new units will allow us to improve air quality in areas for all students and high traffic areas where social distancing is more difficult while addressing fresh air issues in all classrooms by bringing in more outside air which will improve air flow and quality of air. This will be a long term benefit for our students and staff during COVID and other illnesses. | $86,604 | $1,604 | $85,000 | $- | $- | 07-2600-700-707 |
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 | Garnett Unified School District No. 365

Applicant / Mailing Address
305 N. Oak
Garnett, KS 66032

Applicant / First and Last Name of Owner, CEO, or Executive Director | Don Blome

Applicant / Email Address of Owner, CEO, or Executive Director | supt@usd365.org

Applicant / Phone Number | 7854486155

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.)

Fiscal Agent / Name (if applicable) | Paula Wallace

Fiscal Agent / Email (if applicable) | pwallace@usd365.org

Fiscal Agent / Mailing Address (if applicable)
305 N. Oak Box 328
Garnett, KS 66032
**Application details**

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Garnett Unified School District</th>
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<tbody>
<tr>
<td>District Number</td>
<td>365</td>
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<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<td>Mailing Address</td>
<td>City</td>
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<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
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<td>Authorized Representative of the District</td>
<td>Position or Title</td>
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<td>Authorized Representative of the District</td>
<td>Email Address</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
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<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>Yes</td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
</tr>
</tbody>
</table>

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 pandemic has had and will continue to have impact in our district if we don’t take measures to mitigate in some key areas. 1) Academic - learning loss is evident. Most grade levels show decline on the MAP Reading test from the Winter of 2019 to the Fall/Winter of 2020. Example: 3rd graders showed 19.7% in Level I (learning level) compared to 26.5% in Level 1 in the Winter of 2020. The exception is seventh grade Reading. Math also showed declines, but not to the level of Reading. This is a little surprising as there would typically be more decline in math over a number of months. This may be an indication that our remote learning model was relatively successful. We actually observed increased proficiency in math at the 8th grade level. 2) Social Emotion/Well-Being - a continued area of concern is the social emotional aspect of the pandemic: such as, anxiety of being at school during the pandemic, family issues as a result of home stress (lose of income and employment), and student stress and uncertainty. Counselors and teacher have reported more students seeking services and counselors are reporting increase in contacts by 100% during pandemic. 3) Physical Facilities -- students and staff need to feel comfortable in the facilities. While we have been in school the entire year, clean air is a major concern for staff and parents. This also creates a emotional impact of students, some are scared to be in the buildings.

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

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.

The remaining ESSER I money will be used for summer school 2021. The goal is to catch students up due to learning loss during the pandemic and support academic instruction with a well designed and managed curriculum.

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


- 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, 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 #365 will utilize ESSER II funds in four different categories:
1) Learning Loss a) INSTRUCTIONAL: Funds will be spent on summer school for K-12 students that are in need. Note: this may include activities (field trips, etc.) as part part of the summer program. We will also utilize the funds for after-school tutoring once school resumes for the 2021-2022 school year. To further eliminate learning loss, the district will focus on curriculum enhancements designed to eliminate instructional gaps. b) SOCIAL EMOTIONAL: we plan to work with faith-based (local churches) to offer a family engagement/mentoring program for students tied to the community. Furthermore, the district will hire an individual to support social emotional learning activities, support counselors, and develop and/or implement some type of social emotional strategy or curriculum. Finally, we will provide more resources for credit recovery and individual academic help. To support these initiatives, the district will provide services (as needed) transportation, food service, and/or supplies for these programs.

2) Technology: The school district will provide more training for electronic communications including Google Classroom, etc. We also plan to purchase additional hardware and programming to enhance the delivery of instruction that can be utilized in a remote environment. Furthermore, the district plans to purchase Exact Path (progress monitoring tool) and SEL programming to help students become more academically/socially successful.

3) Air Quality: The district plans to purchase and install air purification systems in the HVAC systems to help eliminate airborne viruses.

4) Facility Improvements: The district is developing plans to change the focus of the Junior/High School library. The idea is to develop (remodel) an area within the library that will house a relaxation area (similar to a Starbucks), where students and staff can go to just relax (read, unwind,...) for a few minutes during the day.

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 goal is to offset learning loss that may have occurred during the pandemic. We will use testing data, such as MAP testing or local generated testing to determine gains. Our goal would be to see overall gains during the funding allocation, especially in students affected the most by the pandemic (socially and academically). We will also survey the teachers about their skills and comfort with upgraded technologies, such as Google Classroom, etc. For social emotional impacts, the district will utilize surveys, local reports from staff, or observations to determine impact. We will monitor the impact of a relaxation area in the library and how students and staff feel about the effects of such a forward thinking concept. Finally, we will work with our construction manager to compare current air quality samplings to post air-quality samplings, to determine the impacts of clean air within the building (plasma-ionizer system, etc.).

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))
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.
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 §76.702 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)

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)

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)

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)

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:

- 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 of 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 | Donald E. Blome
Date | 04/19/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
### Expenditure ID: 365-1-001
- **Eligibility Review Recommendation:** Eligible
- **Funding Stream:** Direct Allocation
- **Function Name:** Instruction
- **Object Name:** Regular Certified Salaries
- **ESSER Allowable Use:** 11A. Planning and implementing summer learning or enrichment programs

#### Total Expenditures
- **Total Expenditures ($):** $40,000

#### Budgeted Expenditures
- **Budgeted Expenditures in SFY 2021 ($):** $40,000
- **Budgeted Expenditures in SFY 2022 ($):** -
- **Budgeted Expenditures in SFY 2023 ($):** -
- **Budgeted Expenditures in SFY 2024 ($):** -

#### Notes
- Per applicant, account number edited to 33, and account name edited to ESSER II.

**Description:**
USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic (including instructional and field experiences).

**Expenditures:**
- **USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic:** $40,000

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### Expenditure ID: 365-1-002
- **Eligibility Review Recommendation:** Eligible
- **Funding Stream:** Direct Allocation
- **Function Name:** Instruction
- **Object Name:** Social Security Contributions
- **ESSER Allowable Use:** 11A. Planning and implementing summer learning or enrichment programs

#### Total Expenditures
- **Total Expenditures ($):** $2,000

#### Budgeted Expenditures
- **Budgeted Expenditures in SFY 2021 ($):** $2,000
- **Budgeted Expenditures in SFY 2022 ($):** -
- **Budgeted Expenditures in SFY 2023 ($):** -
- **Budgeted Expenditures in SFY 2024 ($):** -

#### Notes
- Per applicant, account number edited to 33, and account name edited to ESSER II.

**Description:**
USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic.

**Expenditures:**
- **USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic:** $2,000

---

### Expenditure ID: 365-1-003
- **Eligibility Review Recommendation:** Eligible
- **Funding Stream:** Direct Allocation
- **Function Name:** Instruction
- **Object Name:** Unemployment Compensation
- **ESSER Allowable Use:** 11A. Planning and implementing summer learning or enrichment programs

#### Total Expenditures
- **Total Expenditures ($):** $100

#### Budgeted Expenditures
- **Budgeted Expenditures in SFY 2021 ($):** $100
- **Budgeted Expenditures in SFY 2022 ($):** -
- **Budgeted Expenditures in SFY 2023 ($):** -
- **Budgeted Expenditures in SFY 2024 ($):** -

#### Notes
- Per applicant, account number edited to 33, and account name edited to ESSER II.

**Description:**
USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic.

**Expenditures:**
- **USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic:** $100

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### Expenditure ID: 365-1-004
- **Eligibility Review Recommendation:** Eligible
- **Funding Stream:** Direct Allocation
- **Function Name:** Instruction
- **Object Name:** Other Employee Benefits
- **ESSER Allowable Use:** 11A. Planning and implementing summer learning or enrichment programs

#### Total Expenditures
- **Total Expenditures ($):** $50

#### Budgeted Expenditures
- **Budgeted Expenditures in SFY 2021 ($):** $50
- **Budgeted Expenditures in SFY 2022 ($):** -
- **Budgeted Expenditures in SFY 2023 ($):** -
- **Budgeted Expenditures in SFY 2024 ($):** -

#### Notes
- Per applicant, account number edited to 33, and account name edited to ESSER II.

**Description:**
USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic.

**Expenditures:**
- **USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic:** $50
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Salaries</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
<th>USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic</th>
<th>$14,000</th>
<th>$14,000</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>$33 Per applicant, account number edited to 33, and account name edited to ESSER II. Per Applicant, the tutoring program will be an after school program (and possibly prior to school for secondary students). The program will focus on assisting students with additional academic needs which may have need lost during the pandemic. The student(s) will have the opportunity to participate in grades Kindergarten through twelfth grade. Certified teacher will be employed on an hourly basis to offer tutoring sessions, but may also include para-educator support if necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic</td>
<td>$900</td>
<td>$900</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic</td>
<td>$100</td>
<td>$100</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic</td>
<td>$50</td>
<td>$50</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker’s Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic</td>
<td>$20</td>
<td>$20</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>OTHER PURCHASED SERVICES</td>
<td>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</td>
<td>USD 365 will coordinate (contract) with a local church (faith-based) group or service center to offer mentoring for students and staff who need social emotional care, especially those who don’t have the mean to enjoy life experiences due to then pandemic. The provider will develop locally organized program or something like (JAGS, etc.)</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$33 Per applicant, account number edited to 33, and account name edited to ESSER II. The services offered by the faith based organization will be for mentoring and will be non-ideological, secular, and neutral.</td>
</tr>
<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Instructional Programs Improvement Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic. This includes an instructional coach supplemental</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$-</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.</td>
<td>$500</td>
<td>$500</td>
<td>$-</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.</td>
<td>$150</td>
<td>$150</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.</td>
<td>$57,000</td>
<td>$57,000</td>
<td>$-</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Group Insurance</td>
<td>10. Providing mental health services and supports</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.</td>
<td>$9,500</td>
<td>$9,500</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.</td>
<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>Category</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Worker's Compensation</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>Description</td>
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<tr>
<td>365-1-019</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Worker's Compensation</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students. $250 $250 $ - $ - $ - $33 Per applicant, account number edited to 33, and account name edited to ESSER II. Providing mental health services and supports.</td>
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<tr>
<td>365-1-020</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Other Employee Benefits</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students. $100 $100 $ - $ - $ - $33 Per applicant, account number edited to 33, and account name edited to ESSER II. Providing mental health services and supports.</td>
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<tr>
<td>365-1-021</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Technology - Related Hardware</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>USD 365 will enhance their technology equipment in order to prepare and maintain effective options for the offering of instructional delivery during the pandemic. Virtual Desktop Infrastructure (VDI) will enable our district to leverage compute power in a more cost-effective and accessible manner by transitioning from multiple desktop labs to a virtual application on their school issued laptops, whether on campus or home. $75,000 $75,000 $ - $ - $ - $33 Per applicant, account number edited to 33, and account name edited to ESSER II. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.</td>
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<tr>
<td>365-1-022</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Instructional Programs Improvement Services</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>USD 365 will train staff on interactive technological device in order to prepare and/or maintain effective options for the offering of multiple instructional delivery methods during the pandemic. $5,700 $5,700 $ - $ - $ - $33 Per applicant, account number edited to 33, and account name edited to ESSER II. Procedures and systems to improve LEA preparedness and response efforts.</td>
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<tr>
<td>365-1-023</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Testing Supplies and Materials</td>
<td>Schools</td>
<td>Action</td>
<td>Amount</td>
<td>USD 365 will use Exact Path (Progress Monitoring) to monitor student growth in order to track progress related to learning loss due to the pandemic. $13,750 $13,750 $ - $ - $ - $33 Per applicant, account number edited to 33, and account name edited to ESSER II. Addressing learning loss among students, including vulnerable populations.</td>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>FACILITIES ACQUISITION AND CONSTRUCTION SERVICES</td>
<td>Other Construction Services</td>
<td>Eligible Direct Allocation</td>
<td>Architecture and Engineering</td>
<td>Other Construction Services</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Technology - Related Hardware</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Part-Time Certified Salaries</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Group Insurance</td>
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<td>365-1-024</td>
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<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>USD 365 will install plasma ionizer technology in all instructional facilities operated by USD 365 in an effort to slow/stop the spread of COVID (viruses).</td>
<td>$ 280,000</td>
<td>$ 280,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>365-1-025</td>
<td></td>
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<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>USD 365 will engineer, test, and design an effective air quality system to control the spread or stop the spread of virus within USD 365 instructional facilities operated by USD 365.</td>
<td>$ 70,000</td>
<td>$ 70,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>365-1-026</td>
<td></td>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>USD #365 will upgrade student computers in order to upgrade device to meet the needs of students as they incorporate in-class and on-line learning. This will be beneficial in enhancing students ability to learn and eliminate loss due to covid and/or outdated technology.</td>
<td>$ 44,482</td>
<td>$ 44,482</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>365-1-027</td>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will employe a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.</td>
<td>$ 27,000</td>
<td>$ 27,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
</tr>
<tr>
<td>365-1-028</td>
<td></td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will employe a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.</td>
<td>$ 9,500</td>
<td>$ 9,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
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<tr>
<td>365-1-029</td>
<td></td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will employe a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 33 Per applicant, account number edited to 33, and account name edited to ESSER II.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.</td>
<td>$400</td>
<td>$400</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>33</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker’s Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.</td>
<td>$100</td>
<td>$100</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>USD 365 is concerned that the pandemic has increased the number of students that are at-risk of not graduating. An approximate increase of 5 to 10 drop-out could occur if not supported by credit recovery and other instructional assistance. This software will help with credit recovery or virtual instruction.</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>33</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional Employee Training and Development Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Professional development will be provided to support staff as we recover from the pandemic. This will be in the form of emotional support for staff and instructional support for students.</td>
<td>$4,300</td>
<td>$4,300</td>
<td>$-</td>
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<td>33</td>
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<td></td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.</td>
<td>$5,000</td>
<td>$5,000</td>
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<tr>
<td>365-1-035</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.</td>
<td>$700</td>
<td>$700</td>
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<td>Student Transportation Services</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.</td>
<td>$50</td>
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<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.</td>
<td>$30</td>
<td>$30</td>
<td>$-</td>
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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 379 Clay County

Applicant / Mailing Address
PO Box 97, Clay Center, KS 67432

Applicant / First and Last Name of Owner, CEO, or Executive Director | Brett Nelson, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | brettnelson@usd379.org

Applicant / Phone Number | (785) 632-3176

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 | USD 379 Clay Center

District Number | 379

Mailing Address / Street Address | PO Box 97
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 most recent data from the January 2021 KCTC survey reports the following: 46% of our high school students felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Up from 43% in January 2020. 43.2% of our high school students have seriously thought about killing themselves. Up from 37.8% in January 2020. Of the 18 details under the suicide thoughts, we have 11 of them over the stage average. With regard to making a plan about how you would kill yourself, 28.4% of our high school students indicated yes. Up from 25.2% in the previous year.

Our risk factors indicate an increase in participation from 2020 to 2021: low commitment to school, academic failure, favorable attitudes to antisocial behavior, parent favorable attitude to antisocial behavior, favorable attitudes to drugs, perceived availability of drugs, and peer drug use.

From August 2020 to April 1st, 2021 our students have a total of 3,341 days in quarantine (either because they were positive or they were a close contact).

Failing students at the middle school level is up from 1% to 7% comparing 19-20 to 20-21 school year. Our high schools are up from 10% to 17%.

Up to 37% learning loss was demonstrated when comparing literacy/reading screening data from January 2020 to September 2020. Up to 20% learning loss was demonstrated when comparing math screening data from January 2020 to September 2020.

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.


- 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, 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.

Address Needs of Special Population:
- Implement equity services/plans for our students & their post-secondary plans and/or earning a certificate. Many students fell behind as a result of the school closure & required quarantines. Specifically, our free & reduced lunch students.
- Provide post-secondary support for students to visit for certifications & post-secondary plans. Additional support & management of student IPS implementation.

Additional Learning Opportunities:
- Elementary, Middle & High school summer programming opportunities. The elementary budget is written for 200 students. Depending on enrollment, could be less or more. All students in grades Pre-k-5 will be able to attend a 6 week full day summer program focusing on learning loss and SEL skills. Secondary students will have multi week opportunities to work on credit recovery with certified core teachers.
- Extended day learning opportunities for secondary students.
- Preparation support for testing, such as ACT.

Mental Health Support:
- Social Emotional Professional Development for our staff and students. We would work on our year one plan with a specific resource & pay for it now in order to begin scheduling dates throughout the 21-22 school year.
- SEL curriculum for students.

Addressing Learning Loss:
- Planning time for high school staff to review credit recovery & certifications, and post-secondary support.
- Student Diagnostic Tool for social emotional and academic learning needs.
- Purchase of Tier II/III curriculum for reading and math interventions, as well as professional development to support implementation.

Educational Technology:
- Student learning management system.
- Student online curriculum support.

Sanitation Supplies:
- PPE and sanitation order to fully stock anticipated needs for the 21-22 school year and summer programming.

Facility Improvements:
- Plexiglass Dividers in areas where students can not be 6 feet apart
- Water bottle filling stations to replace all water fountains in our buildings.

Air Quality:
- Installation of needlepoint bipolar ionization systems on every air handling unit district wide

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 Communities that Care Data.
- Aims Web data
- Attendance
- Failing grades
- Behavior Referrals
- State Assessment Scores
- ACT scores
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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))
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)


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)


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:

- 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 of 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  |  Andrea Gibson

Date  |  04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>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.</td>
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<td>11B. Planning and implementing supplemental after-school programs</td>
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<td>Instruction</td>
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<td>Elementary Summer Program Instructional Supplies</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
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<td>Elementary Summer Program Transportation Classified Salaries</td>
<td>$14,774</td>
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<td>Elementary Summer Program Transportation Social Security</td>
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<td>Elementary Summer Program Transportation Other Employee Benefits</td>
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<td>Instruction</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Summer Program Transportation Fuel</td>
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<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Extended Day Learning HS/MS Certified Salaries</td>
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<td>Instruction</td>
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<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Extended Day Learning HS/MS Other Employee Benefits</td>
<td>$4</td>
<td>$-</td>
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<td>$91 E 1000 290 0000 000</td>
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</tbody>
</table>

Please provide the number of staff members and students expected to be served by this expenditure. Applicant replied via email: 2 times per week 4 staff members, entire school year.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>General Supplies and Materials</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
<th>Extended Day Learning HS/MS Instructional Supplies</th>
<th>$</th>
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<tbody>
<tr>
<td>379-1-020</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Hand Sanitizing Units for all Classrooms &amp; Common Areas</td>
<td>$17,190</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>High School Summer Program Certified Salaries</td>
<td>$27,702</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>High School Summer Program Social Security</td>
<td>$2,294</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>High School Summer Program Other Employee Benefits</td>
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<td>379-1-024</td>
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<td>Instruction</td>
<td>Construction Services (Outside Contractors)</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Ionization System</td>
<td>$52,397</td>
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<td>379-1-025</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>License for Nursing COVID Virus Testing</td>
<td>$180</td>
<td>$180</td>
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<td>379-1-026</td>
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<td>Middle School Summer Program Certified Salaries</td>
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<td>$1,376</td>
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<td>11a. Planning and implementing summer learning or enrichment programs</td>
<td>Middle School Summer Program Other Employee Benefits</td>
<td>$2</td>
<td>$1</td>
<td>$1</td>
<td>$ -</td>
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</tbody>
</table>

Please provide the number of staff members and students expected to be served by this expenditure.

Applicant replied via email: 10 staff members, 35 students, 9 days.

Provide more information on the number of students and staff members; Applicant replied via email: 5 staff, 35 students, 2 weeks.

Provide information how COVID-19 related; Applicant replied via email: Air filtration system, reimbursement.
<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
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<td>379-1-030</td>
<td>Direct Allocation</td>
<td>Instruction General Supplies and Materials 11a. Planning and implementing summer learning or enrichment programs Middle School Summer Program Instructional Supplies</td>
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<tr>
<td>379-1-031</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Regular Non-Certified Salaries 11a. Planning and implementing summer learning or enrichment programs Middle School Summer Program Transportation Classified Salaries</td>
<td>$5,540</td>
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<td>379-1-032</td>
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<td>Vehicle Operation Social Security Contributions 11a. Planning and implementing summer learning or enrichment programs Middle School Summer Program Transportation Social Security</td>
<td>$458</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation Other Employee Benefits 11a. Planning and implementing summer learning or enrichment programs Middle School Summer Program Transportation Other Employee Benefits</td>
<td>$2</td>
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<td>379-1-034</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Gasoline 11a. Planning and implementing summer learning or enrichment programs Middle School Summer Program Transportation Fuel</td>
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<tr>
<td>379-1-035</td>
<td>Direct Allocation</td>
<td>Instruction Communications 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students Mobile Hotspots Service for families/staff without internet access</td>
<td>$2,642</td>
<td>$2,642</td>
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<tr>
<td>379-1-036</td>
<td>Direct Allocation</td>
<td>Instruction General Supplies and Materials 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 Plexiglass Dividers for Classrooms</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
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</tbody>
</table>

Provide more information related to COVID-19; Applicant replied via email: 30 units checked out to staff and families during school closure and quarantine.
Allowable 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.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction</th>
<th>Allocations</th>
<th>Regular Certified Salaries</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Other Employee Benefits</th>
<th>General Supplies and Materials</th>
<th>Post Secondary Support for Staff to Work with Students on Credit Recovery-Certified Salaries</th>
<th>$</th>
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<tbody>
<tr>
<td>379-1-037</td>
<td>12.</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Post Secondary Success staffing support for students to stay on track with IPS implementation-Certified Salaries</td>
<td>$</td>
<td>9,234</td>
<td>-</td>
<td>$</td>
<td>9,234</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>91 E 1000 110 0000 000</td>
<td>Please explain how this is related to COVID-19; Applicant replied via email: School closure, quarantines and positive COVID cases resulted in a large percentage of students falling behind with their plans outlined in their individual plans of study (IPS). This line will be used to pay staff to work with students after school hours and collaborate with other staff to update and coordinate student IPS plans.</td>
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<tr>
<td>379-1-038</td>
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<td>Post Secondary Success staffing support for students to stay on track with IPS implementation-Social Security</td>
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<td>$</td>
<td>765</td>
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<td>$</td>
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<td>91 E 1000 220 0000 000</td>
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<tr>
<td>379-1-039</td>
<td>12.</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Post Secondary Success staffing support for students to stay on track with IPS implementation-Other Employee Benefits</td>
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<td>-</td>
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<tr>
<td>379-1-040</td>
<td>12.</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Post Secondary Success staffing support for students to stay on track with IPS implementation-Instructional Supplies</td>
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<td>91 E 1000 610 0000 000</td>
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<tr>
<td>379-1-041</td>
<td>4.</td>
<td>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</td>
<td>Post secondary support for staff to work with students on credit recovery-Certified Salaries</td>
<td>$</td>
<td>10,157</td>
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<td>$</td>
<td>10,157</td>
<td>-</td>
<td>$</td>
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<td>91 E 1000 110 0000 000</td>
<td>Provide additional information regarding credit recovery and COVID-19; Applicant replied via email: Due to school closure and quarantines, an abnormally large number of our students fell behind in credits</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Post secondary support for staff to work with students on credit recovery Social Security</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Post secondary support for staff to work with students on credit recovery - Other Employee Benefits</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Staff Travel</td>
<td>Post secondary support for staff to take students on post-secondary visits and opportunities - Travel</td>
<td>$ 3,000</td>
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</tbody>
</table>

- Please provide how the travel relates to COVID-19. Applicant replied via email: Due to school closure and travel restrictions, students were not able to conduct college and technical school visits.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
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<th>Instruction</th>
<th>General Supplies and Materials</th>
<th>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</th>
<th>Post secondary support work with students- supplies</th>
<th>$ 1,000</th>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE Supplies &amp; Equipment for staff and students</td>
<td>$ 20,043</td>
<td>$ 13,715</td>
<td>$ 6,328</td>
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<tr>
<td>379-1-047</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>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</td>
<td>Secondary Equity Initiative- Financial assistance to support certifications and dual credit course work to those in need to help progress and catch students up with peers and financially support needs of our special populations.</td>
<td>$ 30,000</td>
<td>$ -</td>
<td>$ 30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>91 E 1000 610 0000 000</td>
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<td>Please provide how Financial assistance is related to COVID-19 Applicant replied via email: Many of our most economically disadvantaged students and their families were financially impacted by the pandemic and continue to be. We are developing an application process for students to apply for financial support to cover the cost of certificates and other post secondary opportunities</td>
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<tr>
<td>379-1-048</td>
<td>Eligible</td>
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<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>10. Providing mental health services and supports</td>
<td>Staff Professional Dev for social and emotional learning and supports - Purchased Services</td>
<td>$ 30,000</td>
<td>$ 20,000</td>
<td>$ 10,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>10. Providing mental health services and supports</td>
<td>Additional supplies for Staff Professional Dev for social and emotional learning and supports</td>
<td>$ 10,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>91 E 1000 610 0000 000</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Student Diagnostic Platform for SEL student surveys and data collection of attendance and academics for a combined dashboard to identify and support at risk students</td>
<td>$ 14,000</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
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<td>General Supplies and Materials</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Testing prep for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. for Jr &amp; Sr Certified Salaries</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Test prep for for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. Jr &amp; Sr Other Employee Benefits</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Test prep for for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. Jr &amp; Sr Supplies</td>
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<td>379-1-058</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
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<td>Tier II &amp; Tier III Curriculum for reading and math/Professional Development Certified Salaries</td>
<td>$91 E 1000 110 0000 000</td>
<td>$8,309</td>
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### Addressing Learning Loss among Students, Including Vulnerable Populations

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<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Tier II &amp; Tier III Curriculum for reading and math/Professional Development Social Security</th>
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<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
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| 379-1-059 | $689 | $153 | $536 | $- | $- | 91 E 1000 220 0000 000 |
| 379-1-060 | $2 | $1 | $1 | $- | $- | 91 E 1000 290 0000 000 |
| 379-1-061 | $36,000 | $8,000 | $28,000 | $- | $- | 91 E 1000 300 0000 000 |
| 379-1-062 | $21,432 | $21,432 | $- | $- | $- | 91 E 2600 610 0000 000 |
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 388

**Applicant / Mailing Address**

1011 Washington St.  
PO Box 256  
Ellis, KS 67637

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Corey Burton

**Applicant / Email Address of Owner, CEO, or Executive Director** | cburton@usd388.com

**Applicant / Phone Number** | 17857264281

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)** | 48-0726135

**Applicant / Website Address (if applicable)** | http://www.usd388.k12.ks.us/
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 and schools moved to remote learning, students, parents, staff and others were scrambling to finish the school year. Our district did see some academic loss because some students struggled to learn remotely during this time. Our grade school AIMS Web math scores indicated an overall decline in math skills. Our mean scores for each of our classes fell in both the fall and winter assessments in all grades except one. At the junior and senior high school level, we have seen larger groups of students falling behind and failing classes. Many of these students were quarantined and fell behind while being required to do remote learning. We have seen an increase in social-emotional needs throughout our district during this school year. Stress is a reality for many. We employ two full time counselors in our small district to help focus on these student and family needs. Depression and anxiety have increased for many of our students and so our focus will remain there. We have seen an effect on those students' academics decreasing and therefore we will need to keep classroom loads small to allow for small group activities as well as one-on-one work. As a small school district all of our students, including special education students, have been impacted and we are addressing those needs as well. We are looking to update out HVAC system at the grade school to allow for fresh air to be mechanically brought into the building.

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.

- 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, 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 district will be using ESSER II funds to purchase updated math curriculum at the grade school to help address student's learning loss as indicated in our AIMS Web scores. This curriculum purchase will include additional staff training and access to online materials to assist staff in reaching students who face future quarantines. The online materials will also serve as a classroom resource to help students build skills and fill learning gaps. We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. As a district, our student population has been dropping. Based on school guidelines of splitting classes over 29 students, we should NOT be splitting some of our elementary classes. With these funds we could split classes of 23, 24, and 26. At this time, it is in the student's best interest if we continue to split these classes next year. If funds allow, in the following years we may use a portion of our ESSER II funds to improve the fresh air make-up at our grade school.

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 will continue to monitor our local assessments, AIMS Web results, Star results, and state assessments in our elementary building, and more specifically, the grade levels where we were able to keep two sections instead of dropping to one. This will allow us to track the progress of our students to see gains. We will continue to monitor local assessments, AIMS web, state assessments, and our gradation rate at our jr/sr high school to track program progress. We will continue to monitor student and staff social emotional health through surveys and programs.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


(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)


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)


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)


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:


- 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 of 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 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Corey Burton
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
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<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We are purchasing a new K-6 math curriculum (Houghton Mifflin Harcourt, Into Math K-6 with Waggle) to help us address learning loss that occurred over the past year. Our AimsWeb 2nd-6th grade mean class scores dropped in all grade levels but third grade in both the Fall and Winter assessments. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning that helps individual students improve their math skills, and professional development coaching sessions for staff.</td>
<td>$55,152</td>
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<td>388-1-002</td>
<td>Eligible</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. With the learning loss in math and social &amp; emotional challenges students have faced this past year, we believe it is in our best interest to keep class sizes small. As a district, our overall student population has been dropping, based on school guidelines of splitting classes over 29 students, we should NOT be splitting many of our elementary classes. With these funds we could split classes of 23, 24, and 26. We are requesting funds to support the teacher’s salary in one of these three class splits. The district will cover the other two.</td>
<td>$50,000</td>
<td>-</td>
<td>$50,000</td>
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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 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

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>Full District Name</td>
<td>Lyons</td>
</tr>
<tr>
<td>District Number</td>
<td>405</td>
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<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<tr>
<td>Mailing Address</td>
<td>City</td>
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<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
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<tr>
<td>Would you like to additional district</td>
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<tr>
<td>representatives to the application?</td>
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<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
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<tr>
<td>Other District Representative 2</td>
<td>Email Address</td>
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</table>

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, 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 on-site 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 flow 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?  

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.

The amount left in ESSER I funding is for window replacement at the learning center. The ESSER I SPED funding will be used on FFCRA wages paid to staff quarantined as well as computer equipment to assist with remote teaching.

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

  December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 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, 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 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](https://example.com) 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 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))


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))
(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)


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)


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:


- 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 of 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 | 04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>substitute teacher salaries for staff quarantined/absent</td>
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</table>

**405-1-001** | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Other Equipment | 7. Purchasing supplies to sanitize and clean LEA and school facilities | An additional floor scrubber will allow us to clean and disinfect a much larger area more often |

**405-1-002** | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Other 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 | installation of bottle filler stations to replace water fountains |

**405-1-003** | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11B. Planning and implementing supplemental after-school programs | certified salaries for after school program |

**405-1-004** | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | classified salaries for after school program |

**405-1-005** | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | certified salaries for summer school program |

**405-1-006** | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | classified salaries for summer school program |

**405-1-007** | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | substitute teacher salaries for staff quarantined/absent |

Scrubber is used with disinfecting products to disinfect floors. Vacuum was removed (Phone Call 4/28/2021). Total allocation moved to FY21 to pay for disinfecting floor scrubber (Phone call, 5/4/2021).
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16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

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10. Providing mental health services and supports

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<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100032 00000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Providing mental health services and supports</td>
<td></td>
<td></td>
<td>$16,000</td>
<td>$1,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students

<table>
<thead>
<tr>
<th>Direct Allocation Instruction</th>
<th>Inter-educational, Interagency Purchased Services</th>
<th>software for ESL students/hot spots for students' homes</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100059 00000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td>$52,562</td>
<td>$15,000</td>
<td>$24,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$13,562</td>
<td></td>
</tr>
</tbody>
</table>

12. Addressing learning loss among students, including vulnerable populations

<table>
<thead>
<tr>
<th>Direct Allocation Instruction</th>
<th>SUPPLIES AND MATERIALS</th>
<th>math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100060 10000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td>$100,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
</tbody>
</table>

11A. Planning and implementing summer learning or enrichment programs

<table>
<thead>
<tr>
<th>Direct Allocation Instruction</th>
<th>General Supplies and Materials</th>
<th>supplies for summer school</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100061 00000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td></td>
<td></td>
<td>$12,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td></td>
</tr>
</tbody>
</table>

7. Purchasing supplies to sanitize and clean LEA and school facilities

<table>
<thead>
<tr>
<th>Direct Allocation Instruction</th>
<th>General Supplies and Materials</th>
<th>cleaning &amp; sanitizing of district-owned band instruments</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100061 10000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td></td>
<td></td>
<td>$34,000</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
</tbody>
</table>

11B. Planning and implementing supplemental after-school programs

<table>
<thead>
<tr>
<th>Direct Allocation Instruction</th>
<th>General Supplies and Materials</th>
<th>supplies for after school program</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>07E100061 20000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td></td>
<td></td>
<td>$6,000</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td></td>
</tr>
</tbody>
</table>

Never offered mental health services before, but need to address mental health concerns caused by remote/distance learning (Phone Call 4/28/2021)

To maintain connectivity (Phone Call 4/23/2021). 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.

Never offered mental health services before, but need to address mental health concerns caused by remote/distance learning (Phone Call 4/28/2021)

To maintain connectivity (Phone Call 4/23/2021). 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.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Health Services</th>
<th>Other Supplies and Materials</th>
<th>07E1000700000261</th>
</tr>
</thead>
<tbody>
<tr>
<td>405-1-023</td>
<td>Direct Instruction</td>
<td>PROPERTY</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>405-1-024</td>
<td>Direct Instruction</td>
<td>Health Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
</tr>
<tr>
<td>405-1-025</td>
<td>Direct Instruction</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
</tr>
<tr>
<td>405-1-026</td>
<td>Direct Instruction</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Group Insurance</td>
</tr>
<tr>
<td>405-1-027</td>
<td>Direct Instruction</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Social Security Contributions</td>
</tr>
</tbody>
</table>

ESSDACK wrote Rural Utilities Service grant from USDE, grant was matching. Grant was pushed through April 2020 to provide distance learning hardware and software to address different learning complications/loss due to remote learning from COVID. 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Category</th>
<th>Allocation</th>
<th>Activity</th>
<th>Amount</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>405-1-028</td>
<td>Direct</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Unemployment for additional custodian</td>
<td>$25</td>
<td>07E260025 00000261</td>
</tr>
<tr>
<td>405-1-029</td>
<td>Direct</td>
<td>Repairs and Maintenance Services</td>
<td>Indoor air quality study (FY21) Window replacement at Park Elementary (FY22) and Rice County Learning Center (FY21)</td>
<td>$37,200</td>
<td>07E260043 00000261</td>
</tr>
<tr>
<td>405-1-030</td>
<td>Direct</td>
<td>Instruction</td>
<td>FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff</td>
<td>$10,000</td>
<td>07E100011 60000261</td>
</tr>
<tr>
<td>405-1-031</td>
<td>Direct</td>
<td>Instruction</td>
<td>Certified Staff Salaries for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.</td>
<td>$21,405</td>
<td>07E100011 30000261</td>
</tr>
<tr>
<td>405-1-032</td>
<td>Direct</td>
<td>Social Security Contributions</td>
<td>Certified Staff FICA/MC for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.</td>
<td>$2,295</td>
<td>07E100022 00000261</td>
</tr>
<tr>
<td>405-1-033</td>
<td>Direct</td>
<td>Other Employee Benefits</td>
<td>Certified Staff Unemployment Insurance for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.</td>
<td>$300</td>
<td>07E100025 00000261</td>
</tr>
</tbody>
</table>
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 415 Brown County/Hiawatha Schools

**Applicant / Mailing Address**  
|  PO Box 398

**Applicant / First and Last Name of Owner, CEO, or Executive Director**  |  Lonnie Moser

**Applicant / Email Address of Owner, CEO, or Executive Director**  |  lmoser@usd415.org

**Applicant / Phone Number**  |  785-742-2224

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)**  |  48-0698071

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

Application details
The impacts of the pandemic can be seen in a variety of substantial ways. Student enrollment declined by 30. Some chose alternate and or home-school situations as a response to the pandemic. The loss of formalized learning within the school community will likely become evident as they return with the improving health situation. We anticipate learning gaps with those students.

Loss of Learning. 1) School closure in the spring of 2020 and subsequent shorter closures during this school year 2) Change in school structure/operations as a result of health mitigation efforts. Our protocols for tiered support were changed in response to these efforts. We chose to prevent mixing between groups and therefore were unable to serve students fully with our intervention and progress monitoring activities. This contributed to a lack of growth and even decline in our struggling students. Our local data continues to reveal stagnation and even learning loss.

Our Fall to Winter FastBridge assessments showed overall drops in the percentage of students above the benchmark in math for eight of the nine groups completing that screener. Seven of the nine groups, when comparing a “normal” fall to the “pandemic” fall showed a negative percentage change of students above benchmark. The percentage of elementary students who scored in the high risk category also increased.

One-fourth of our high school students show flat line growth on the aMath assessment. Course failure rates at the high school were increased by nearly 30 percent. Many of those students failed more than one class.

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

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.

Closing out this year will exhaust our ESSER I funds. Our students demonstrate the need for academic and social-emotional support that will require additional funding outside of the funds of our budget. Funds are needed to operate a summer learning recovery center in each of our three buildings. This will range from Pre-K through Grade 12 and will be geared to at-risk students who have demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include salaries and payroll costs for staffing, transportation and food service costs, curriculum/materials/supplies, and related expenses. This program will begin in June of 2021 and run for one month.

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

- 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, 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.

Closing out this year will exhaust our ESSER I funds. Our students demonstrate the need for academic and social-emotional support that will require additional funding outside of the funds of our budget. Funds are needed to operate a summer learning recovery center in each of our three buildings. This will range from Pre-K through Grade 12 and will be geared to at-risk students who have demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include salaries and payroll costs for staffing, transportation and food service costs, curriculum/materials/supplies, and related expenses. This program will begin in June of 2021 and run for one month.

Looking to the 2021-22 school year, we have identified several preliminary needs including, but not limited to:

- Extended learning (after school programming)
- Professional development needs of certified staff and student support staff
- Additional support staff to enable cohesive intervention with our MTSS programming
- Access to instructional coaching
- Memberships to consortiums as a resource for our teachers and staff as they work to address the unique needs of a variety of students impacted by the pandemic
- More certified staff to address literacy and math
- Additional district social worker
- Assessment tools to identify student growth in math, literacy, and social-emotional health.
- Curricular resources for math, literacy and social-emotional intervention
- Academic and positive supports to ensure students earn their HS diploma- We will offer a J.A.G. program in our high school.
- Mentoring programming (Teammates).
- Resource Room replacement- Due to the pandemic, our elementary school lost a valuable resource room. The “Amygdala Room” was an effective resource for students who were dysregulated. It was staffed by an experienced social-emotional staff member. The room had to be repurposed for use with students showing symptoms of COVID-19 and needing isolation.

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 415 will frequently measure our impact in the following ways;
- Formative and Summative local data (screener, progress monitoring for academic and social-emotional learning, climate perception data)
- Attendance Rates
- Progress towards graduation and Graduation Rates
- State Assessments
**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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)


34 CFR §76.720 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)


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:

- 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 of 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  |  Lonnie Moser
Date  |  04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>415-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Professional Employee Training and Development Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Professional Development activities: Teachers, Administrators, Designated Classified staff, school board--Professional Development looked very different this year and was mostly related to delivery of services and health mitigation. As we identify resulting learning gaps and plan for addressing them, professional development will be more targeted to student learning especially for our most needy students.</td>
<td>10,000</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1-2200-330-01</td>
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<tr>
<td>415-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Testing Supplies and Materials</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Purchase FastBridge Screener, progress monitoring tools and resources, Universal screening and progress monitoring will allow us to better identify gaps and measure growth. Will also purchase a data warehouse.</td>
<td>8,000</td>
<td>8,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1-2100-670-01</td>
<td></td>
</tr>
<tr>
<td>415-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Attendance and Social Work Services</td>
<td>Regular Non-Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Hire additional social worker.</td>
<td>48,500</td>
<td>48,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1-2110-120-01</td>
<td>COVID relation demonstrated in narrative</td>
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<tr>
<td>415-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hire additional paras for intervention, contract for instructional coaching for teachers. Hire Math Interventionist for our middle school.</td>
<td>43,100</td>
<td>43,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1-1000-120-01</td>
<td>COVID relation demonstrated in narrative</td>
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<tr>
<td>415-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Initial PreK-12 summer program. This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>37,000</td>
<td>37,000</td>
<td>-</td>
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<tr>
<td>Code</td>
<td>Action</td>
<td>Description</td>
<td>Budget</td>
<td>Return</td>
<td>Notes</td>
<td>Code</td>
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<tr>
<td>415-1-006</td>
<td>Eligible Direct Allocation Food Service Operations Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs Initial PreK-12 summer program: This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
<td>92-1-3100-120-01</td>
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<tr>
<td>415-1-007</td>
<td>Eligible Direct Allocation Vehicle Operation Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs Initial PreK-12 summer program: This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$-</td>
<td>92-1-2710-120-01</td>
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<tr>
<td>415-1-008</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs Initial PreK-12 summer program: This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$-</td>
<td>92-1-1000-610-01</td>
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<tr>
<td>415-1-009</td>
<td>Eligible Direct Allocation Instruction Workbooks</td>
<td>11A. Planning and implementing summer learning or enrichment programs Initial PreK-12 summer program: This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$-</td>
<td>92-1-1000-645-01</td>
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<tr>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers: 90 in elementary, 50 in middle school, and 35 in High School.</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Non-Certified Salaries</td>
<td>Initial PreK-12 summer program</td>
<td>$2,500</td>
<td>$2,500</td>
<td>-</td>
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<td>415-1-010</td>
</tr>
<tr>
<td>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</td>
<td>Purchase &quot;Capturing Kids' Hearts&quot; related training - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Professional Employee Training and Development Services</td>
<td>Purchase &quot;Capturing Kids' Hearts&quot; expenses for program - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.</td>
<td>$7,000</td>
<td>$7,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>415-1-012</td>
</tr>
<tr>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Initial PreK-12 summer program</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Initial PreK-12 summer program</td>
<td>$9,300</td>
<td>$9,300</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>415-1-011</td>
</tr>
<tr>
<td>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</td>
<td>Purchase &quot;Capturing Kids' Hearts&quot; expenses for program - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>Purchase &quot;Capturing Kids' Hearts&quot; expenses for program - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.</td>
<td>$4,500</td>
<td>$4,500</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>415-1-013</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Student Services</td>
<td>Hiawatha High School will provide J.A.G.-K programming for our students as a means to provide positive support and resources to better ensure graduation and post-secondary success. Hiawatha Middle School will purchase membership for Teammates mentoring programming. We recognize the need many of our adolescents have for a strong, positive adult mentor.</td>
<td>$18,500</td>
<td>$18,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>92-1-2100-323-01</td>
<td>COVID relation demonstrated in narrative</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>FACILITIES ACQUISITION AND CONSTRUCTION SERVICES</td>
<td>Buildings (Existing Buildings)</td>
<td>Resource Room replacement- Hiawatha Elementary school lost the resource room created to aid students who are disregulated due to the need to space ill children needing isolation. The &quot;Amygdala&quot; room was a valuable SEL support that was lost due to COVID issues. Plan is to re-purpose/remodel another area for this room.</td>
<td>$42,775</td>
<td>$42,775</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>92-1-4000-720-01</td>
<td></td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Professional Employee Training and Development Services</td>
<td>Support for teachers and school leaders as we identify loss/needs associated with the pandemic and develop responses. Assistance to guide programming for E.L.L., budget preparation, social-emotional support programming.</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>92-1-2200-330-01</td>
<td></td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional-Education Services</td>
<td>Edgenity will be used to assist high school students needing to recover credit lost during the pandemic and improve the likelihood of their timely graduation. Seesaw Learning and Google Classroom allow for uninterrupted instruction if students are unable to attend school.</td>
<td>$27,750</td>
<td>$27,750</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>92-1-1000-320-01</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>Canton-Galva</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td>109 S. Main  &lt;br&gt;Canton, Kansas 67428</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>William Anderson</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:andersonw@usd419.org">andersonw@usd419.org</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
<td>620-628-4901</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Fiscal Agent / Name (if applicable)</th>
<th>Cheryl Boesker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Agent / Email (if applicable)</td>
<td><a href="mailto:boeskerc@usd419.org">boeskerc@usd419.org</a></td>
</tr>
<tr>
<td>Fiscal Agent / Mailing Address (if applicable)</td>
<td>109 S. Main  &lt;br&gt;Canton, Kansas 67428</td>
</tr>
</tbody>
</table>
Application details

Full District Name | Canton-Galva
District Number | 419
Mailing Address | P.O. Box 317
Mailing Address | Canton
Mailing Address | 67428
Authorized Representative of the District | William Anderson
Authorized Representative of the District | Superintendent
Authorized Representative of the District | andersonw@usd419.org
Authorized Representative of the District | +16206284901
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | cgclerk@usd419.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 effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Students receiving Fs this year is up about 25% from last year at the jr./sr. high school. District-wide Maps testing scores are showing negative growth as well. At the jr./sr. high school, we have five at-risk students who are remote, all have had trouble keeping up with schoolwork and attaining passing grades. We had five students enroll in online classes due to the anxiety of coming to school.

We have seen a definite increase in apathy, stress, and anxiety during COVID. Our student advocate at the elementary indicated that 30 students are in individual counseling, and five recent additions were due to anxiety or motivational issues. The stress is not only taking a toll on our students, but our staff as well. Multiple staff members have stated that when they go home, they have very little energy or motivation. It has been reported that preparing lessons for remote students takes an additional 45 – 50 minutes per day, in addition to preparing for their in-person students.

Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students.
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.

We only have ESSER I SPED funding available. We are waiting for direction from our SPED cooperative. Once they have a need/plan for those dollars, they will have us draw down the remaining funds.

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

- 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, 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.

Canton-Galva USD 419 currently has plans to provide summer tutoring services, summer school for both elementary and jr./sr high students, and K-12 summer counseling services. ESSER II allocations would be used to provide these services for our students. Expenses associated with these services include salaries for teachers, administrators, counselors, aides, custodians, and bus drivers. Any teaching supplies and/or equipment needed would also be purchased using the funds. Fund would also be used to hire an at-risk facilitator during the school year. This person would facilitate credit recovery courses, after-school programs, and Edgenuity courses.

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

Pre and post testing would be used to measure the impact of summer school. During the school year we would also look at testing scores such as Maps, Aimsweb, etc. and monitor the number of students needing credit recovery classes. The number of students requesting counseling services would also be an indicator of the emotional impact.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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]
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:

- 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 of 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.

<table>
<thead>
<tr>
<th>Electronic Signature</th>
<th>William Anderson</th>
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<tbody>
<tr>
<td>Date</td>
<td>04/16/2021</td>
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</tbody>
</table>

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>419-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Pay teacher salaries for summer school to help kids “catch-up” to or maintain grade level expectations.</td>
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<p>| | | | | | | |
| | | | | | | |
| Total Expenditures | Budgeted Expenditures in SFY 2021 | Budgeted Expenditures in SFY 2022 | Budgeted Expenditures in SFY 2023 | Budgeted Expenditures in SFY 2024 | Account Number |
| ($) | ($) | ($) | ($) | ($) | 07-1000-110-150 |
| 33,000 | 15,000 | 18,000 | - | - | Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer. |
| Eligible | Direct Allocation | Instruction | Social Security Contributions | Social Security Contributions towards instructional summer school salaries. | Pay aid salaries for summer school to help kids “catch-up” to or maintain grade level expectations. Also an At-Risk Facilitator. | Pay social security contributions towards instructional summer school salaries. | $51,000 | $25,000 | $26,000 | $ - | $ - | 07-1000-120-150 | Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward, we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving Title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr/sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer. |</p>
<table>
<thead>
<tr>
<th>419-1-004</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
<th>Regular Non-Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Pay counselor salaries for summer school to help kids “catch-up” to or maintain grade level expectations.</th>
<th>$ 2,300</th>
<th>$ 1,100</th>
<th>$ 1,200</th>
<th>$ -</th>
<th>$ -</th>
<th>07-2100-110-150</th>
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<tr>
<td>419-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Pay social security contributions towards counselors summer school salaries.</td>
<td>$ 200</td>
<td>$ 100</td>
<td>$ 100</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-220-150</td>
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<tr>
<td>ID</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Pay administrative salaries for summer school to help kids “catch-up” to or maintain grade level expectations.</td>
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<td>$4,300</td>
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<td>$500</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-2400-120-150</td>
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</table>

Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
| Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | Pay social security contributions towards custodians summer school salaries. | $200 | $100 | $100 | - | - | 07-2600-120-150 |

Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr/sr high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Vehicle Operation</th>
<th>Regular Non-Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Salaries for bus drivers to pick up and drop off kids for summer school.</th>
<th>Amounts</th>
</tr>
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<tbody>
<tr>
<td>419-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Salaries for bus drivers to pick up and drop off kids for summer school.</td>
</tr>
<tr>
<td>419-1-012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social security contributions towards bus drivers summer school salaries.</td>
</tr>
</tbody>
</table>

Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr/sr high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction General Supplies and Materials</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Purchase supplies needed for the summer school program</th>
<th>$6,500</th>
<th>$3,000</th>
<th>$3,500</th>
<th>$-</th>
<th>$-</th>
<th>07-1000-610-150</th>
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</thead>
<tbody>
<tr>
<td>Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer. Further, per applicant, supplies would include individual dry erase boards, markers, headphones, calculators, colored paper, notebooks, incentives for students, general classroom</td>
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<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction PROPERTY</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivty) for the LEA's students</th>
<th>Purchase additional technology equipment such as computers, cameras, etc. to aid in distance learning.</th>
<th>$10,000</th>
<th>$5,000</th>
<th>$5,000</th>
<th>$-</th>
<th>$-</th>
<th>07-1000-700-150</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction PROPERTY</th>
<th>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</th>
<th>Purchase items to help prevent the the spread of the virus such as water fountains with bottle fillers,</th>
<th>$5,192</th>
<th>$3,000</th>
<th>$2,192</th>
<th>$-</th>
<th>$-</th>
<th>07-2600-700-150</th>
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<tr>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>Eligible</td>
<td>Professional Development Services for Admin and Staff</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>Online credit recovery software to help student earn credits they missed due to COVID</td>
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<tr>
<td>419-1-016</td>
<td>Eligible</td>
<td></td>
<td>3. Providing principals and other school leaders with resources to address individual school needs.</td>
<td>Professional Development Services for Admin and Staff</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>Online credit recovery software to help student earn credits they missed due to COVID</td>
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<td></td>
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<tr>
<td>419-1-017</td>
<td>Eligible</td>
<td>Instruction Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.</td>
<td>Professional Development Services for Admin and Staff</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>Online credit recovery software to help student earn credits they missed due to COVID</td>
<td></td>
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</tr>
</tbody>
</table>
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 | Abilene Schools, USD #435

Applicant / Mailing Address

213 N. Broadway
Abilene, KS 67410

Applicant / First and Last Name of Owner, CEO, or Executive Director | Greg Brown, Supt.

Applicant / Email Address of Owner, CEO, or Executive Director | gbrown@abileneschools.org

Applicant / Phone Number | 785-263-2630

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 | Abilene Public Schools

District Number | 435
The FastBridge Reading data for this past fall and winter is alarming. The primary students in the district (PK-1) have been introduced to phonemic awareness and basic phonics through the interfering factor of masks. Although teachers have worked to provide video lessons to mitigate the spread of COVID-19, the loss of explicit, eyeball to eyeball instruction is apparent as this year’s 1st and 2nd graders performed 15% points and 9% points below last year’s 1st and 2nd graders. Overall, the elementary students are performing 10% points lower than before COVID-19. There is also a slight drop in reading at the middle school level (6-8). The high school students appear to be holding their own.

The FastBridge Math data results for the same time-frame, although not as alarming were also concerning. The primary grades performed 10% lower and the 6th-8th grades performed 7% lower. High school math performance did not present a concern as the 9-11th graders actually performed an average of 7% points better!

The FastBridge SAEBRES (Social, Academic, Emotional Behavior Risk Screener) indicates our district currently has been 15 to 25 students at each grade level who is at “some risk” in the areas of social, academic or emotional behavior. Anecdotally, the teachers and administrators are aware of several students who almost completely shut down during the eight weeks of continuous learning in the spring of 2020 as well as during the three to six weeks of remote learning (depending on the building) during the first semester of 2020-2021.

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.

We are waiting on the arrival of some additional cleaning tools to mitigate the spread of COVID-19. With one-month left in school, we may also have a few dollars spent on the additional instructional staff we put in place.

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

- 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, 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.

Abilene USD #435 is planning to utilize ESSER II funds to shore up the learning gaps that have occurred during the COVID-19 challenge.

TEACHING & LEARNING:

Summer Enrichment: The district is preliminarily planning to allocate at least $50,000 toward summer enrichment programs during the next three years. The leadership in our district has a goal to improve the academic progress as measured on the FastBridge universal screener each of the next three fall terms (21-22, 22-23 and 23-24).

9-12 Summer Credit Recovery: Students who have failed required courses during the 2020-2021 school year will be provided the opportunity to regain those credits via the Edgenuity platform used by our Abilene Virtual School.

Additional Academic Support for the 2021-2022 Academic Year: The district is planning to allocate at least $20,000 to provide instructional support for the after-school program. The support will include, but not be limited to homework assistance, tutoring sessions and enrichment lessons at the three elementary schools and the middle school.

STUDENT MOBILITY, FACILITIES & INFRASTRUCTURE

Air Quality: The district is interested in partnering with a reputable HVAC organization to conduct an air quality survey in each of the five school buildings. This work will assist our district as we hope to establish a system that promotes the health of the students and staff.

Considerations will be given to air purification systems, ultraviolet light systems, disinfecting equipment.

FAMILY OUTREACH & SUPPORT

We have found approximately 15% of the City of Abilene's adult population have not earned a high school diploma. We believe there may be a significant number of parents who lost their jobs because of COVID-19. We want to work to improve the employ-ability of our parents.

The district will also look for ways to broaden the scope of mental health services through the district's partnership with Central Kansas 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?

Abilene USD #435 routinely uses online surveys. A survey is currently being developed to assist district and community leaders with the development of instructional supports and community outreach.

An annual survey will be used to determine the impact of the systems put in place. District leaders believe several of these efforts will continue even after the availability of ESSER funding.

Several of these efforts should have a positive influence on the school system's accreditation measures. With this in mind, we we routinely review academic data which will be included in the annual reporting for the Outside Visitation Team.
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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))
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)
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)
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:

- 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 of 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 | Gregory L. Brown
 Date | 04/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>435-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Assist in the learning process</td>
<td>$8,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>78</td>
<td>Title I program support (additional support) (Phone Call 4/26/21)</td>
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<tr>
<td>435-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Purchase items to enhance learning</td>
<td>$2,000</td>
<td>$-</td>
<td>$2,000</td>
<td>$-</td>
<td>$-</td>
<td>78</td>
<td>Intervention materials &amp; math curriculum, reading, LETRS (Phone Call 4/26/21)</td>
<td></td>
</tr>
<tr>
<td>435-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Paid salaries to those who assist in the learning process</td>
<td>$8,000</td>
<td>$2,000</td>
<td>$6,000</td>
<td>$-</td>
<td>$-</td>
<td>78</td>
<td>Collaboration time for summer school teachers (Phone Call 4/26/21)</td>
<td></td>
</tr>
<tr>
<td>435-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Purchase items to enhance learning</td>
<td>$2,000</td>
<td>$-</td>
<td>$2,000</td>
<td>$-</td>
<td>$-</td>
<td>78</td>
<td>Universal screeners and addressing social emotional learning gaps- SAEBRES (Phone Call 4/28/21)</td>
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<tr>
<td>435-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Training for staff</td>
<td>$54,000</td>
<td>$-</td>
<td>$27,000</td>
<td>$27,000</td>
<td>$-</td>
<td>78</td>
<td>PD for effective interventions and math intervention curriculum (Cognitively Guided Instruction), reading interventions because gaps in curriculum were magnified. $27,000 per year for PD and ongoing coaching for 10 district staff members (Phone Call 4/28/21)</td>
<td></td>
</tr>
<tr>
<td>435-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Purchase items to enhance learning</td>
<td>$6,000</td>
<td>$-</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
<td>78</td>
<td>Materials for PD (manuals) and manipulatives (Phone Call 4/26/21)</td>
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<tr>
<td>435-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>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</td>
<td>Provide additional assistance</td>
<td>$18,000</td>
<td>$-</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$-</td>
<td>78</td>
<td>Para Tutoring after school (approximately 4 paras- one each at three different elementary schools, one at the middle school) (Phone Call 4/28/21)</td>
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</tr>
<tr>
<td>Code</td>
<td>Type</td>
<td>Project Description</td>
<td>Cost</td>
<td>Allocation</td>
<td>Notes</td>
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<tr>
<td>435-1-008</td>
<td>Direct</td>
<td>Supply and Materials for at risk tutoring, based on MTSS, includes Number World, Journeys, Heggerty Routines for phonemic awareness, readtheory.org (Phone Call 4/28/21)</td>
<td>$12,000</td>
<td>$ -</td>
<td>$6,000 $6,000 $ - 78</td>
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<tr>
<td>435-1-009</td>
<td>Direct</td>
<td>Procurement and systems to improve LEA preparedness and response efforts</td>
<td>$10,000</td>
<td>$ -</td>
<td>$5,000 $5,000 $ - 78</td>
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<tr>
<td>435-1-010</td>
<td>Direct</td>
<td>Procurement and systems to improve LEA preparedness and response efforts</td>
<td>$5,513</td>
<td>$ -</td>
<td>$3,000 $2,513 $ - 78</td>
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<tr>
<td>435-1-011</td>
<td>Direct</td>
<td>Procurement and systems to improve LEA preparedness and response efforts</td>
<td>$10,000</td>
<td>$ -</td>
<td>$5,000 $5,000 $ - 78</td>
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</tr>
<tr>
<td>435-1-012</td>
<td>Direct</td>
<td>Procurement and systems to improve LEA preparedness and response efforts</td>
<td>$9,000</td>
<td>$2,000</td>
<td>$7,000 $ - 78</td>
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</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase items to distribute to students and assist in the learning process</td>
<td>$1,000</td>
<td>-</td>
<td>$1,000</td>
<td>-</td>
<td>78</td>
</tr>
</tbody>
</table>

Items to add in distribution of technology to students in quarantine (Phone Call 4/26/21). 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.

### 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase items to distribute to students and assist in the learning process</td>
<td>$10,000</td>
<td>-</td>
<td>$5,000</td>
<td>$5,000</td>
<td>78</td>
</tr>
</tbody>
</table>

iPads and hotspots for support staff (special education, mental health) to reach students who have to quarantine due to exposure to COVID. (Phone Call 4/28/21). 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.

### 10. Providing mental health services and supports

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide assistance to students that need mental support services.</td>
<td>$39,000</td>
<td>-</td>
<td>$19,500</td>
<td>$19,500</td>
<td>78</td>
</tr>
</tbody>
</table>

Paying for additional mental health support (as they already engage in the Mental Health initiative) (Phone Call 4/26/21)

### 11A. Planning and implementing summer learning or enrichment programs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional assistance to students</td>
<td>$168,000</td>
<td>$45,000</td>
<td>$61,500</td>
<td>$61,500</td>
<td>78</td>
</tr>
</tbody>
</table>

Summer school teachers- approximately 12 (2 per grade level) (Phone Call 4/26/21)

### 11B. Planning and implementing supplemental after-school programs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional assistance to students</td>
<td>$168,000</td>
<td>-</td>
<td>$84,000</td>
<td>$84,000</td>
<td>78</td>
</tr>
</tbody>
</table>

Tutoring after school (approximately 12 teachers- 1 per grade level) (Phone Call 4/26/21)

### 11A. Planning and implementing summer learning or enrichment programs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase items to enhance learning</td>
<td>$42,000</td>
<td>$14,000</td>
<td>$14,000</td>
<td>$14,000</td>
<td>78</td>
</tr>
</tbody>
</table>

Supplies for summer school (Phone Call 4/26/21)

### 11B. Planning and implementing supplemental after-school programs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase items to enhance learning</td>
<td>$42,000</td>
<td>-</td>
<td>$21,000</td>
<td>$21,000</td>
<td>78</td>
</tr>
</tbody>
</table>

Supplies for afterschool tutoring (Phone Call 4/26/21)
| 435-1-021 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 12. Addressing learning loss among students, including vulnerable populations | Provide additional assistance | $50,720 | $- | $25,360 | $25,360 | $- | 78 | Para support for those at risk and supplemental teaching (Phone Call 4/26/21) |
| 435-1-022 | Eligible | Direct Allocation | Instruction | SUPPLIES AND MATERIALS | 12. Addressing learning loss among students, including vulnerable populations | provide additional materials | $12,680 | $680 | $6,000 | $6,000 | $- | 78 | Manipulatives, PAT supplies to increase engagement due to COVID (Phone Call 4/26/21) |
| 435-1-023 | Eligible | Direct Allocation | Monitoring Services | 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 | Purchase additional items to enhance learning and safety of students | $142,000 | $42,000 | $50,000 | $50,000 | $- | 78 | Upgrading older HVACs to bring in more outside/ventilated air, consultant to analyze air quality (Phone Call 4/28/21) |
| 435-1-024 | Eligible | Direct Allocation | Monitoring Services | Equipment | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | Purchase items to enhance the health and safety of students | $10,000 | $- | $5,000 | $5,000 | $- | 78 | Air Purifiers & Air quality sensors (Phone Call 4/28/21) |
| 435-1-025 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Provide training to staff | $5,000 | $- | $2,500 | $2,500 | $- | 78 | Trainer for effective safe COVID procedures (Phone Call 4/28/21) |
| 435-1-026 | Eligible | Direct Allocation | Instruction | SUPPLIES AND MATERIALS | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Provide supplies for staff training | $5,000 | $- | $2,500 | $2,500 | $- | 78 | Supplies for health protocols (Phone Call 4/26/21) |
| 435-1-027 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing EFA staff | Provide additional assistance | $5,000 | $- | $2,500 | $2,500 | $- | 78 | Support for health protocols (Phone Call 4/26/21) |
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 | Skyline Schools

Applicant / Mailing Address

| 20269 W Us Highway 54

Applicant / First and Last Name of Owner, CEO, or Executive Director | Becca L. Flowers

Applicant / Email Address of Owner, CEO, or Executive Director | bflowers@skylineschools.org

Applicant / Phone Number | 620-672-8408

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 | Skyline Schools

District Number | 438

Mailing Address | Street Address | 20269 W Us Highway 54
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 caused trauma and chaos that has resulted in an increased number of students and families experiencing social emotional challenges. Many students experienced loss of learning opportunity while involved in remote learning. This has been in the form of not keeping up to pace with learning the core content areas, missing out on internships, field trips, etc.

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 II SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I funding will be spent on:

1. Hire interventionists and tutors for students in middle and high school. *Students will stay organized and caught up on their school work.
2. Provide training in Professional Learning Communities, organizing data, and Title I compliance. *Our staff will be able to provide more relevant and effective learning opportunities for students by working in PLC's. Title I is essential to students who are not at grade level in core academics, compliance is essential to our ability to continue that service to students.
3. PK-12 Grade Summer School Opportunities. *Keep students engaged with caring professionals over the summer months, learn academic skills that may have fell behind during remote learning and provide credit recovery for high school students.
5. Extend the contract of the Student and Family Support Coordinator. *This will provide continuation of mental health services for students in the summer months.

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

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, 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.

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.

Summer contract extension for Student Family Support Coordinator.
Provide PK - 12 summer learning opportunities for continuation of learning and engagement over the summer months.
Purchase social emotional learning curriculum, supplies, professional development and activities.
Purchase career exploration curriculum, supplies, professional development and activities.
Hire staff to provide personalized instruction to students who require intervention, use funds to pay for salary and benefits.
Hire additional office staff to arrange for subs during times of increased illness, track student attendance, manage student testing, connect assessment data to appropriate intervention, monitor learning gains/losses, etc. Use funds to pay for salary and benefits.
Hire staff to provide after school tutoring.
Remodel facilities to provide a larger more efficient health office.
Purchase cleaning supplies.
Purchase technology devices for students to take home to increase learning opportunities in summer and during times of school closure.

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

Assessment data in math, reading and SEL will be monitored to determine the impact of additional SEL/mental health services over the summer, summer learning activities, the addition of SEL curriculum, and personalized tutoring opportunities. Students IPS's will be examined to see evidence that students in grades 8-12 have career goals and evidence of career exploration experiences. Attendance and tardy rates will be monitored.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)

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) 
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 
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, and 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 of 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 │ Becca L. Flowers
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>438-1-001</td>
<td>Eligible</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Contract Extension for Student and Family Support Coordinator to provide mental health services in the summer months.</td>
<td>$ 2,900</td>
<td>$ -</td>
<td>$ 1,400</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>06-2100-110-000</td>
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<tr>
<td>438-1-002</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>PK-12 Summer learning opportunities to provide opportunities for learning and engagement during the summer months and decrease academic failure risk by providing opportunities for credit recovery.</td>
<td>$ 13,708</td>
<td>$ -</td>
<td>$ 4,000</td>
<td>$ 9,708</td>
<td>$ -</td>
<td>06-1000-110-000</td>
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<tr>
<td>438-1-003</td>
<td>Eligible</td>
<td>Support Services (Students)</td>
<td>Other Miscellaneous Expenditures</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>SEL &amp; Career Exploration Curriculum, supplies, equipment, fees and travel expenses.</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>06-2100-890-000</td>
</tr>
<tr>
<td>438-1-004</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Staff to provide personalized intervention to students to remedy and prevent learning gaps during the school year.</td>
<td>$ 36,896</td>
<td>$ -</td>
<td>$ 36,896</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-120-000</td>
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<tr>
<td>438-1-005</td>
<td>Eligible</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Staff to work in the office to manage subs during times of increased illness, track student attendance, manage student assessment and connect results to appropriate intervention and monitor academic and SEL gains/losses.</td>
<td>$ 22,888</td>
<td>$ -</td>
<td>$ 22,888</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2100-120-000</td>
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<tr>
<td>438-1-006</td>
<td>Eligible</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>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</td>
<td>Remodeling facilities to provide care to ill students and to reduce the spread of germs. Specifically, this will be to remodel the health room of the school to provide for more space for both patients, students in quarantine and for supplies.</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>06-2600-700-000</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td>Cost 3</td>
<td>Cost 4</td>
<td>Cost 5</td>
<td>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.</td>
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<tr>
<td>438-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>Provide devices to allow students to access learning opportunities from a remote setting. This will be to pay for individual devices such as Chromebooks and iPads.</td>
<td>$ 8,598</td>
<td>$ -</td>
<td>$ 4,598</td>
<td>$ 4,000</td>
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<td>438-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Provide insurance for individuals hired as tutors/interventionist.</td>
<td>$ 15,000</td>
<td>$ -</td>
<td>$ 15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-210-000</td>
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<tr>
<td>438-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>Purchase cleaning supplies and equipment.</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ 3,000</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>06-2600-610-000</td>
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<tr>
<td>438-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Paying social security and medicare for tutor/interventionist.</td>
<td>$ 3,900</td>
<td>$ -</td>
<td>$ 3,900</td>
<td>$ -</td>
<td>$ -</td>
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<td>438-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Paying unemployment tax for tutor/interventionist.</td>
<td>$ 100</td>
<td>$ -</td>
<td>$ 100</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-260-000</td>
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</tbody>
</table>
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 446 Independence

Applicant / Mailing Address

517 N. 10TH
Independence, KS 67301

Applicant / First and Last Name of Owner, CEO, or Executive Director | FRED MEIER

Applicant / Email Address of Owner, CEO, or Executive Director | FMEIER1@INDYSCHOOLS.COM

Applicant / Phone Number | 6203321800

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.)

Fiscal Agent / Name (if applicable) | Fred Meier

Fiscal Agent / Email (if applicable) | FMEIER1@INDYSCHOOLS.COM

Fiscal Agent / Mailing Address (if applicable)

517 N. 10TH
Independence, KS 67301
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 for Pre-K through 12 students is the single biggest concern for USD 446. USD 446 has 2100 students. Our learning loss began in March, 2020. Test data shows students returning for the 2020-21 school year experienced substantial learning loss from the absence of in person instruction from March-May, 2020. Overall, the impact from the Spring 2020 varies by grade. The data shows achievement has not widened by race/ethnicity. In reading, students in many grades were performing close to expectations when returning in the Fall, 2020. Students in grades 4,5, were performing behind expectations when we examined mean student growth a percentile and percentile rank scores. Fall 2019 STAR compared to Fall 2020 STAR reading scores identified the following subgroups is lower predicted prociency rate without remediation on the end of year assessments: Hispanic males/Latino, and White. Utilizing reading data from a second source (Lexia Core 5) found the percent of students above grade level in March compared to the same group of students in or above grade level in August significantly decreased. For Math, Fall 2019 compared to Fall STAR 2020 identified the following at a lower predicted proficiency rate without mediation on end of year assessments: male, female, Hispanic/Latino. The district began the 2020-21 school year offering students the choice of remote or in person instruction. Approximately 525 students/parents chose the
remote option. 56% of these students are failing two or more classes. Additionally, quarantined students (some 4-5 times) have lost in person instruction effecting student outcomes.

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.

Private schools have not spent their allotment.

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

- 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, 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 446 plans to add an extensive summer school offering for students behind grade level. Grades 6-12 will attend June 1 through June 25, 2021. The district will offer a jump start summer offering for K-5 from July 19th through July 30th. The district plans to continue offering an expanded summer school going forward. We are in the process of identifying students to attend this summer offering. We will hire staff to meet student needs this summer. The district will provide transportation along with a breakfast and lunch for summer school students. We will open an alternative school for grades 6-12 at the beginning of school in August, 2021 with a goal of enrolling 25 students. We are in the process of identifying an acceptable location. We will need to remodel, equipment and buy the appropriate technology for this new offering. We will use the software Edgenunity for this offering. Our plan is to hire a director along with 2 support aides to support student success. The district is updating and expanding the technology available for the 2500 students and staff in USD 446. Our plan is to purchase additional computers, chromebooks, laptops, printers, charging carts, Ben Q's along supplies and other software and enrichment programs. Because of unreliable HVAC systems at the high school, we plan to make upgrades to these systems to provide better indoor air quality and improve reliability issues. These updates will improve the learning environment for students and staff. The district has plans to add additional staff with a focus on improving reading score. Our plan is to add 4 additional reading specialists along with support support staff to create smaller learning groups for 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?

The entire plan for ESSER II funds is to improve student success and test scores by creating new opportunities for for students. Planning, reviewing and analyzing periodic testing results will drive our focus as we proceed with our plan. With the addition of the alternative school for grades 6-12, the district will provide access for those hard to reach students with another pathway to success. This alternative learning environment is designed to reach students who struggle in the traditional school environment. The expanded summer school will also provide those students in grades 6-12 below grade the opportunity to reach grade level success. The Jump Start Summer Cruise offering for grades K-5 the last 2 from July 19, 2021 through July 30, 2021. Adding additional reading staff will help improve the districts reading and math scores. The improved learning environment at Independence High School provides an environment conducive to student success.

**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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

ESSERII-Application Expenses... (148 KiB download)

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 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))


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

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.

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.

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.

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.

A State and a subgrantee shall keep records related to compliance.

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

Financial management.
Internal controls.
Payment.
Equipment.
Supplies.
General procurement standards.
Methods of procurement to be followed;
Cost Principles:
Factors affecting allowability of costs.
Reasonable costs.
Allocable costs.
Direct costs.
Required certifications.
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:


- 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 of 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 | Fred Meier
Date | 04/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>446-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hiring additional staff including reading specialists to provide additional learning opportunities for students who have fallen below grade level due to COVID. The district expects to add up to 7 positions.</td>
<td>$390,000</td>
<td>$ -</td>
<td>$390,000</td>
<td>$ -</td>
<td>$ -</td>
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<td>Called to clarify number of teachers this represents. Upon request, the reviewer added detail to include # of teachers estimated.</td>
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<td>Instruction</td>
<td>EMPLOYEE BENEFITS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Health Insurance for additional staff</td>
<td>$49,600</td>
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<td>$ -</td>
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<td>446-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Social Security for additional staff</td>
<td>$29,850</td>
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<td>$29,850</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>446-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional support staff for additional teachers and to provide targeted instruction for students. The district estimates hiring 10-15 aides to support teachers in the classroom to provide direct support to students who have experienced learning loss.</td>
<td>$57,100</td>
<td>$ -</td>
<td>$57,100</td>
<td>$ -</td>
<td>$ -</td>
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<td>Called to clarify number of aides/paras this represents. Upon request, the reviewer added detail to include # of aides/paras estimated.</td>
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<td>446-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>The district is adding an enriched summer school program in June for grades 6-12. We are also implementing a Jump Start program for late July for grades K-5.</td>
<td>$29,440</td>
<td>$11,520</td>
<td>$17,920</td>
<td>$ -</td>
<td>$ -</td>
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<td>446-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security for summer school staff</td>
<td>$2,255</td>
<td>$885</td>
<td>$1,370</td>
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<td>446-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Enrichment materials and supplies for summer school students</td>
<td>$3,000</td>
<td>$ -</td>
<td>$3,000</td>
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<td>446-1-008</td>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Sanitary/Safety materials and supplies to clean school facilities</td>
<td>$45,000</td>
<td>$7,500</td>
<td>$37,500</td>
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<td>$-</td>
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<td>446-1-009</td>
<td>Eligible Direct Allocation</td>
<td>Building Improvements PURCHASED PROPERTY SERVICES</td>
<td>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</td>
<td>HVAC system upgrades to district facilities to improve indoor air quality and reliability of indoor air to enhance student comfort and student achievement.</td>
<td>$400,000</td>
<td>$190,000</td>
<td>$210,000</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>446-1-010</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Technology - Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>We plan to purchase additional technology equipment to enhance student learning including but not limited to laptops, chromebooks, Ben Q's along with related supplies to address learning loss due to Covid.</td>
<td>$1,200,000</td>
<td>$600,000</td>
<td>$600,000</td>
<td>$-</td>
<td>$-</td>
<td>51100</td>
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<tr>
<td>446-1-011</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>We are in the process of developing an alternative school for grades 6-12. We will hire a director for this new school. We will Edgenuity for student achievement. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.</td>
<td>$65,000</td>
<td>$-</td>
<td>$65,000</td>
<td>$-</td>
<td>$-</td>
<td>51110</td>
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<tr>
<td>446-1-012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students) Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We plan to hire support staff to enhance student learning and success due to learning loss from Covid 19.</td>
<td>$25,000</td>
<td>$-</td>
<td>$25,000</td>
<td>$-</td>
<td>$-</td>
<td>51115</td>
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<tr>
<td>446-1-013</td>
<td>Eligible Direct Allocation</td>
<td>Instruction EMPLOYEE BENEFITS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fringe benefits for staff for the new alternative school.</td>
<td>$6,890</td>
<td>$-</td>
<td>$6,890</td>
<td>$-</td>
<td>$-</td>
<td>51120</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security for Alt School Staff</td>
<td>$7,000</td>
<td>$-</td>
<td>$7,000</td>
<td>$-</td>
<td>$-</td>
<td>51125</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>The district will supplies instructional supplies and materials to enhance student achievement.</td>
<td>$10,500</td>
<td>$-</td>
<td>$10,500</td>
<td>$-</td>
<td>$-</td>
<td>51130</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Technology - Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The district will equip the new alternative school with desk top computers, laptops, printers computer desks, etc. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.</td>
<td>$12,500</td>
<td>$-</td>
<td>$12,500</td>
<td>$-</td>
<td>$-</td>
<td>51135</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We plan to purchase additional services for students and staff to provide learning opportunities for student enrichment to address learning loss due to Covid.</td>
<td>$50,000</td>
<td>$-</td>
<td>$50,000</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Software Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The district plans to purchase additional software to help kids most effected by COVID for learning loss</td>
<td>$12,500</td>
<td>$-</td>
<td>$12,500</td>
<td>$-</td>
<td>$-</td>
<td>51145</td>
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</tbody>
</table>
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 447 - Cherryvale |

Applicant / Mailing Address

| 618 E 4th |
| Cherryvale, KS 67335 |

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

| Shelly Kiblinger, superintendent |

Applicant / Email Address of Owner, CEO, or Executive Director

| skiblinger@usd447.org |

Applicant / Phone Number

| 6203368134 |

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

| USD 447 - Cherryvale |

District Number

| 447 |

Mailing Address | Street Address

| 618 E 4th |
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.

Since March, 2020 our students have experienced substantial disruption to their education. Students test scores show they experienced significant "COVID slide" as students started the 2020-21 school year with about twice the "normal" number of students at moderate or severe levels of at-risk for academic performance in reading and math as measured by AIMSweb. High school students showed similar concerns on the ASPIRE, although this was the first year to give the ASPIRE. Most individual students performed at levels lower on their Fall AIMSweb than we would have predicted for them a normal school year, and a higher percentage were in need of intervention that in previous years. Social emotional measures, such as the Communities That Care Survey showed students were still experiencing emotional distress when the survey was administered in January 2021. With 68% of our students being of low socio-economic status, they have few resources to deal with the learning and social disruptions caused by COVID. They have been especially hard hit by the disruption in formal schooling and the loss of typical programming in our community this year. Due to declining enrollment, we have cut teaching positions. This is increasing class sizes, which will be detrimental to both academic and social-emotional supports. We have also reduced custodial staff and must reduce the amount of sanitation and cleaning done in our buildings, dropping back to an every other day schedule for classroom surface disinfecting. This puts our students and staff at risk of infection from COVID 19.

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

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.
We are using our remaining ESSER I funds to stock up on cleaning supplies and equipment needed for summer school. We also have some journal transfers that need to be made to reimburse the district for additional counseling services and substitutes paid for COVID-related leaves earlier this year. This will spend out the rest of our ESSER I funds. We will have these expended by the end of May, 2021.

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

- 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, 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 district will meet the academic and social-emotional needs of students as our first priority by providing summer learning opportunities K-12 and smaller class sizes at the elementary where we are seeing extreme deficiencies in reading caused by the academic disruption of spring 2020. This additional teaching staff during the school year provides more individual instruction and additional MTSS groups during the school day to target student needs (after-school programming has historically failed to serve the most-at risk students b/c they do not attend). We will also provide a healthy learning environment and mitigate spread of COVID 19 by increasing custodial time to provide daily disinfection of all high-touch classroom and building surfaces (vs. every-other-day). We will provide additional nursing services through a part-time nurse.

We have struggled to provide quality lessons when students were engaged in remote learning b/c of the age of or lack of equipment to integrate our SMART boards in the classroom with the remote learners when students were remote due to quarantine. A district-wide upgrade of interactive flat panel technology will allow for uniform teacher training on the devices, allow instruction taking place in the classroom to be seamlessly shared with remote learners, and infuse interactive technology into all classrooms to further engage struggling learners in the classroom setting. This complements the 1:1 technology we already have in place in the district, although the equipment is showing much more wear and tear due to 2 months of remote learning and additional use at home by all grade levels this year. ESSER II funds will be use to replace and repair Chromebooks that had more than the usual wear and tear this year during remote learning. PPE and additional custodial supplies to maintain a healthy environment will keep kids and staff well and attending school face-to-face.

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 follow its normal school improvement processes. The DLT and BLT’s look at achievement data (AIMSweb, ASPIRE, KS interim and assessment data, ACT, and WorkKeys) as well as social emotional data in CTC and referrals to determine areas of need. They develop action plans and prioritize resources to carry out those plans. Based upon this data, we are using ESSER funds to provide greater support at the elementary level in the form of additional teaching staff. With that exception, the funds will essentially be distributed equally among our three buildings. Note that 3 years of LINK grant have provided much PD and literacy resources already. PLC’s review individual student data for MTSS intervention planning. We expect to see achievement gaps closing and better “student well-being” scores on social-emotional measures as a result of these ESSER II expenditures.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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)


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:


- 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 of 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  |  Shelly Kiblinger
Date                |  04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Notes</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>447-1-018</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment</td>
<td></td>
<td></td>
<td>98,400</td>
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<td>49,200</td>
<td>49,200</td>
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<tr>
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<td>Eligible Direct Allocation</td>
<td>Description</td>
<td>Activity</td>
<td>Allowable Expense</td>
<td>Education Technology</td>
<td>Allowable for a)</td>
<td>b)</td>
<td>c)</td>
<td>Potential Future Remote Learning Needs</td>
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<td>447-1-019</td>
<td>Eligible</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Social Security Contributions</td>
<td>$7,528</td>
<td>$3,764</td>
<td>$3,764</td>
<td></td>
<td></td>
<td>Corrected function code as requested by the district. 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.</td>
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<tr>
<td>447-1-020</td>
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<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Group Insurance</td>
<td>$22,320</td>
<td>$11,160</td>
<td>$11,160</td>
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<td></td>
<td>Corrected function code as requested by the district. 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.</td>
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<tr>
<td>447-1-021</td>
<td>Eligible</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Unemployment Compensation</td>
<td>$1,476</td>
<td>$738</td>
<td>$738</td>
<td></td>
<td></td>
<td>Corrected function code as requested by the district. 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.</td>
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<tr>
<td>447-1-022</td>
<td>Eligible</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>$16,440</td>
<td>$8,220</td>
<td>$8,220</td>
<td></td>
<td></td>
<td>Corrected function code as requested by the district. 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.</td>
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<tr>
<td>447-1-023</td>
<td>Eligible</td>
<td>Health Services</td>
<td>Regular Non-Certified Salaries</td>
<td>$19,200</td>
<td>$8,600</td>
<td>$8,600</td>
<td></td>
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<td>Corrected function code as requested by the district. 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.</td>
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<td>447-1-024</td>
<td>Eligible</td>
<td>Health Services</td>
<td>Social Security Contributions</td>
<td>$1,473</td>
<td>$660</td>
<td>$660</td>
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<td>Corrected function code as requested by the district. 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.</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>EMPLOYEE BENEFITS</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID-19</td>
<td>192</td>
<td>20</td>
<td>86</td>
<td>86</td>
<td>-</td>
<td>75270</td>
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<tr>
<td>447-1-025</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PROPERTY</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Interactive Flat Panel TV's that will integrate with on-line learning platforms to better serve remote learners. Interactive technology to engage face-to-face learners to recover from lost learning due to COVID-19.</td>
<td>130,000</td>
<td>130,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75500</td>
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<tr>
<td>447-1-026</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Replacement and repair of Chromebooks lost and damaged due to remote learning usage caused by COVID-19 and additional use during Summer School, also made necessary due to COVID-19.</td>
<td>35,000</td>
<td>15,000</td>
<td>10,000</td>
<td>10,000</td>
<td>-</td>
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<td>447-1-027</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>39,240</td>
<td>27,400</td>
<td>11,840</td>
<td>-</td>
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<td>447-1-028</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>2,796</td>
<td>1,890</td>
<td>906</td>
<td>-</td>
<td>-</td>
<td>75110</td>
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<td>447-1-029</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>393</td>
<td>274</td>
<td>119</td>
<td>-</td>
<td>-</td>
<td>75130</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>393</td>
<td>274</td>
<td>119</td>
<td>-</td>
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<td>Type</td>
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<td>LEA Operations and Services</td>
<td>LEA Staff</td>
<td>LEA Staff</td>
<td>LEA</td>
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<td>LEA</td>
<td>Account Number Requested</td>
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<td>75140</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Instruction</td>
<td>Worker's</td>
<td>Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19</td>
<td>$1,800</td>
<td>$ -</td>
<td>$900</td>
<td>$900</td>
<td>$ -</td>
<td>75140</td>
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<tr>
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<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Instruction</td>
<td>Worker's</td>
<td>Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>$124</td>
<td>$12</td>
<td>$62</td>
<td>$50</td>
<td>$ -</td>
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<td>Direct</td>
<td>Allocation</td>
<td>Support Services (School Administration)</td>
<td>Worker's</td>
<td>Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>$8</td>
<td>$ -</td>
<td>$8</td>
<td>$ -</td>
<td>$ -</td>
<td>75230</td>
<td></td>
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<tr>
<td>75380</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Student Transportation Services</td>
<td>Worker's</td>
<td>Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School to catch up instructional loss due to COVID 19</td>
<td>$ -</td>
<td>$ -</td>
<td>$8</td>
<td>$ -</td>
<td>$ -</td>
<td>75380</td>
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<tr>
<td>75340</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Worker's</td>
<td>Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment</td>
<td>$1,476</td>
<td>$ -</td>
<td>$738</td>
<td>$738</td>
<td>$ -</td>
<td>75340</td>
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<td>Direct</td>
<td>Allocation</td>
<td>Health Services</td>
<td>Worker's</td>
<td>Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19</td>
<td>$192</td>
<td>$20</td>
<td>$86</td>
<td>$86</td>
<td>$ -</td>
<td>75280</td>
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<tr>
<td>75520</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Health Services SUPPLIES AND MATERIALS</td>
<td>Worker's</td>
<td>Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>PPE and other health supplies necessary to protect students and staff from COVID 19</td>
<td>$15,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>75520</td>
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<tr>
<td>75560</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Equipment necessary for additional cleaning and sanitizing of buildings - disinfectant foggers, scrubbers</td>
<td>$15,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>75560</td>
<td>Account number added per district request</td>
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<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>PROPERTY</td>
<td>Description</td>
<td>Amount</td>
<td>Other</td>
<td>Other</td>
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<td>Other</td>
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<tr>
<td>447-1-040</td>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>PROPERTY</td>
<td>Equipment necessary for nurse to create and maintain isolation rooms and health protocols related to COVID 19</td>
<td>$6,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>75530</td>
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<tr>
<td>447-1-041</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Professional-Education Services</td>
<td>Professional Development for teachers related to use of data to diagnose student learning needs, use of new assessment tools, and providing better social-emotional instruction to students to assist in overcoming damage to learning and mental health caused by COVID 19 and interruption to learning.</td>
<td>$15,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>75540</td>
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<tr>
<td>447-1-042</td>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>Supplies such as sanitizers, disinfectants, air filters to maintain a healthy environment free from COVID 19</td>
<td>$15,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>75550</td>
<td></td>
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<tr>
<td>447-1-043</td>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>Purchase equipment used to clean and sanitize building - electrostatic foggers, scrubbers, etc.</td>
<td>$15,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>75560</td>
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</table>
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** | Hesston USD 460
**Applicant / Mailing Address**
- PO Box 2000
- 150 N Ridge Rd
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kaye Linton
**Applicant / Email Address of Owner, CEO, or Executive Director** | kaye.linton@usd460.org
**Applicant / Phone Number** | 6203274931

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** | Hesston
**District Number** | 460
**Mailing Address | Street Address** | PO Box 2000 150 N Ridge Rd
Please briefly describe the impacts of COVID-19 on the district and its Pre-K to 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.

There was significant impact on student academic gains and emotional well-being when school was closed in the Spring of 2020. Since the beginning of the 2020-21 school year, we have been able to have in-person school each day. Our K-8 students have attended all day, every day, and our high school students attended school in an AM/PM Hybrid for most of the school year. Most of our local assessment data shows initial learning loss due to the time away from school last spring, but we are interested in continuing to collect and evaluate academic data in the coming weeks and months. Because we have been in school everyday during this school year, with only a handful of students choosing a remote option, we have not seen significant differences in our special populations from prior year performance. Our plan is to continue to collect academic and social-emotional data and perceptions to best evaluate how we can utilize relief dollars to maximize student impact.

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

- 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, 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 plan to use ESSER II dollars to address several immediate needs that are currently impacting our school operations. First, we have rental costs associated with our “Off-Site Model” for our 7-8th graders. This included renting a conference center through much of the 2020-21 school year in order to keep all students in-person each day. Additionally, we have personnel costs associated with an additional school nurse, who is instrumental in ensuring our ability to maintain safe learning
environments throughout our district. We also have personnel costs associated with additional long-term substitutes, who were directly involved in facilitating remote learning for those short-term and long-term remote students. We hired an additional custodian to help keep our off-site attendance center clean and sanitized, and we also had internet service costs, additional maintenance, and pest control expenses.

Moving forward, we plan to maintain our additional school nurse for the next school year, as she has been instrumental in ensuring we are able to communicate and follow public health guidelines. We plan to implement new mental health approaches, including Mental Health First Aid Training, for all staff as we enter the 2021-22 school year. We continue to evaluate academic areas that all students, and specifically special needs students, might have fallen behind in and will consider curriculum purchases to target these areas.

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 know the impact of our immediate expenditures. Our off-site attendance center rental kept our kids in school every day this school year, which the impact is significant. Our additional school nurse provided support to families, students, and staff as we implemented public health recommendations. Our long-term substitutes supported teachers throughout the year as students were required to quarantine and isolate. We were able to provide internet service to remote students along with those attending in our off-site locations.

As we move forward, we will evaluate our mental health supports through surveys and mental health screening. We will evaluate our academic supports and curriculum expenditures through our local assessments, along with other state and national standardized assessments.

We are uncertain if we will be able to purchase improved HVAC systems, due to a relatively smaller amount of funding as a result of the Title I formula.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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.

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

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

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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)

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)

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;
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:

- 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 of 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                      Kaye Linton
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>PURCHASED PROPERTY SERVICES</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Extermination service for rental facility used for 7/8 classroom during COVID</td>
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<td>$ -</td>
<td>08-2620-325-400-408</td>
<td>Costs incurred for extra facility rented for social distancing</td>
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<td>Other Executive Administration Services</td>
<td>Renting Land and Buildings</td>
<td>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</td>
<td>Facilities rental (Crosswinds) Jan-Mar 12, 2021</td>
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<td>Renting Land and Buildings</td>
<td>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</td>
<td>Repairs to rental facility (Crosswinds)</td>
<td>$ 455</td>
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<td>Other Professional Educational Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the I.E.A’s students</td>
<td>Internet/Wi-Fi hot spots at rental facility (Crosswinds)</td>
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<td>General Supplies and Materials</td>
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<td>Student face masks</td>
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<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Overtime Salaries</td>
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<td>Temporary Salaries for Non-Certified Staff</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>Maintenance of Buildings</td>
<td>Full-Time Certified Salaries</td>
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<td>Hired 2nd full-time nurse for COVID</td>
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<td>Instruction</td>
<td>Full-Time Substitutes' Salaries for Certified Staff</td>
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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 473
Applicant / Mailing Address
PO Box 249
Chapman, KS 67431
Applicant / First and Last Name of Owner, CEO, or Executive Director | Jerry Hodson
Applicant / Email Address of Owner, CEO, or Executive Director | jhodson@usd473.net
Applicant / Phone Number | 785-922-6521

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 | Chapman School District
District Number | 473
When the pandemic caused us to transition to remote learning in March of last year, we had to adapt to a new way of teaching and learning. We had to provide a remote learning environment for our students and teachers. This caused many issues for our district. We were able to provide devices and internet access to our students but we did not have enough devices to be one to one and the availability of wireless hotspots, chrome books and Ipad from our vendors made it impossible to purchase devices. We have 1104 students in our district and a significant portion of those students struggled with remote learning and we quickly determined that our priority was to get the students back in our buildings and then to do what ever was necessary to keep them in the schools. Once we returned we noticed a significant increase in the need for social supports for the students and the sta. The impact of COVID on our community has been dramatic and often cannot be measured by any type of assessment.

Our custodial sta has done great job of mitigating the in school spread of COVID. The toll that COVID has taken on our equipment is significant and we are seeing a rapid deterioration of our custodial equipment which is caused by COVID mitigation protocols we have in place to keep our students, staff and community safe.

Does the district have remaining ESSER II 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.


- 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.
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- 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.
We would like to fund the following items using the ESSER II funds. We need to add some additional lockers, desks, lunch tables at our schools to allow for more effective social distancing. We also need to purchase new chrome books to distribute to our students to prepare for additional remote learning. We would also like to hire an additional teacher at our MS to decrease class sizes. We transferred one teach to the MS but we need to add another one to help provide smaller classes and a more personal learning environment for our students. We also need to purchase additional cleaning equipment to more effectively clean our facility to recover from impact of the disinfecting we did during the year.

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 will be able to decrease our class sizes at the Middle School and provide the teachers with time to work with small groups of struggling students within the school day. In our district we have a difficult time getting students to stay after school due to activities and transportation issues so we have to be creative with our time during the day to provide additional assistance to our struggling students. By adding lockers, Mobile devices, lunch tables and desks we will be able to more effectively social distance our students. Our teachers have used Google class room and SeeSaw to develop online learning opportunities for students but the lack of devices has made this difficult.

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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(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))
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(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))
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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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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)
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)
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:

- 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 of 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    |    Jerry Hodson
Date    |    04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Account Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>473-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Extractors to clean up the excess chemical from COVID spraying</td>
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<tr>
<td>473-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Chromebooks for 650 students ($227,500) and Sonicwall upgrade to improve Mobile device management ($10,000)</td>
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<tr>
<td>473-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional teacher</td>
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<td>473-1-004</td>
<td>Eligible</td>
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<td>Instruction</td>
<td>Group Insurance</td>
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<td>Teacher insurance fringe</td>
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<td>473-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Teacher social security</td>
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<tr>
<td>473-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>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</td>
<td>Additional desks ($3,000) and additional lockers ($3,000)</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Service Operations</td>
<td>Equipment</td>
<td>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</td>
<td>Additional lunch tables</td>
<td>$8,000</td>
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</table>
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)

Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Ingalls USD 477</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>477</td>
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<tr>
<td>Mailing Address</td>
<td>PO Box 99</td>
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<tr>
<td>Mailing Address</td>
<td>Ingalls</td>
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<tr>
<td>Mailing Address</td>
<td>67853</td>
</tr>
<tr>
<td>Authorized</td>
<td>Randy Rockhold</td>
</tr>
<tr>
<td>Authorized</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Authorized</td>
<td><a href="mailto:rrrockhold@ingallsusd477.com">rrrockhold@ingallsusd477.com</a></td>
</tr>
<tr>
<td>Authorized</td>
<td>+16203355136</td>
</tr>
</tbody>
</table>

Would you like 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.

The Communities That Care Survey indicates a significant social/emotional impact on USD 477 students. Of students surveyed 47.8% of our students felt sad or hopeless almost every day for two weeks or more. This is an incidence rate 16.2% higher than the state average. The data also identifies that 21.7% of our students seriously thought about killing themselves during the past year, and 17.4% of our students made a plan to kill themselves. This is 3% and 5.5% higher respectively than the state average. This data drove us to pursue training, and expand suicide awareness, intervention, and prevention strategies and skills. We currently have one counselor that serves all students PreK-12th grade. USD 477 will use ESSER II funds to...
funds to hire a full-time social worker to provide needed support. The district will use surveys, a data dashboard that is being developed by SWPRSC, citizenship rubrics, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of interventions. USD 477 will use 36% or $30,381.00 of our ESSER II funds to offset a portion of the new social worker’s salary.

Ingalls USD 477 has reclaimed multiple unused learning spaces to ensure students can be socially distanced. The current need is to improve the indoor air quality in these school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, and filtering purification control systems. It will cost $53,000.00 to upgrade. We will therefore use 64% of our ESSER II funds to upgrade the mechanical systems to ensure the indoor air quality is adequate.

Does the district have remaining ESSER I funding that it has not yet spent as of 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.

- 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, 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.

Ingalls USD 477 will use ESSER II funds to inspection, test, and upgrade HVAC systems that improve the indoor air quality in school facilities. Resources will also be prioritized to address identified social/emotional needs, and learning loss among students within our district.

USD 477 will use ESSER II funds to hire a full-time social worker. This will ensure we have the necessary support to meet the social and emotional needs of our students. USD 477 has also collaborated with Compass Learning to secure counseling services every Wednesday. These services are for students who are currently on the agencies case load as well as for students who have been identified through our student assistance process. The pressure on our counseling program and the identifiable need that students have for social and emotional support has grown exponentially since the onset of the pandemic. USD 477 will use 36% or $30,381.00 of our ESSER II funds to offset a portion of the new social worker’s salary.

Ingalls USD 477 has reclaimed multiple unused learning spaces to ensure students can be socially distanced. Due to this reclamation process the district has been able to transform our Pre-K and Kindergarten learning areas into 2,000 square foot learning spaces. The current need is to improve the indoor air quality in these school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, and filtering purification control systems. The district has three small office areas that need the same upgrades. It will cost $53,000.00 to upgrade the HVAC systems in these spaces. We will therefore use 64% of our ESSER II funds to upgrade the mechanical systems to ensure the indoor air quality is adequate.

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 use social/emotional surveys, a data dashboard that is being developed by SWPRSC, grade level citizenship rubrics, student assistance team data, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of our interventions.

The district will have the HVAC systems monitored by Schmidt Heating and Cooling to ensure the new systems are effectively mitigating the impact of the COVID-19 Pandemic. We will continually evaluate attendance data, quarantine, and confirmed COVID-19 positive cases to determine the effectiveness of our interventions.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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 §76.709 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)


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)


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
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  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
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  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.
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• 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.

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                                           | Randy Rockhold
Date                                                        | 03/31/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
Please describe the expenditures within the account and how they will address a COVID-19 need.

### Table:

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<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Counseling Services</td>
<td>Full-Time Certified Salaries</td>
<td>Providing mental health services and supports</td>
<td>$ 30,381</td>
<td>$ -</td>
<td>$ 30,381</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2122-111</td>
<td>completed per applicant's direction.</td>
</tr>
</tbody>
</table>
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

| Crest USD 479 |

Applicant / Mailing Address

| P.O. Box 305  
Colony, KS 66015 |

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

| Leanne Trabuc |

Applicant / Email Address of Owner, CEO, or Executive Director

| ltrabuc@usd479.org |

Applicant / Phone Number

| 620-852-3540 |

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)

| 48-0722312 |

Applicant / Website Address (if applicable)

| www.usd479.org |

Applicant / Mission Statement (if applicable)

We, the members of Crest public Schools community are committed to teach our students; To master basic skills (reading, writing, mathematics) To be life-long learners, To be problem-solvers and critical thinkers, To be responsible and productive
workers, To demonstrate integrity, honesty, and fairness, To be effective, self-directed learners.

**Fiscal Agent / Name (if applicable)**  |  Leanne Trabuc
---|---
**Fiscal Agent / Email (if applicable)**  |  ltrabuc@usd479.org

**Fiscal Agent / Mailing Address (if applicable)**

| P.O. Box 305 |
| Colony, KS 66015 |

---

**Application details**

| Full District Name | Crest |
| District Number | 479 |
| Mailing Address | P.O. Box 305 |
| Mailing Address | Colony |
| Mailing Address | 66015 |
| Authorized Representative of the District | Leanne Trabuc |
| Authorized Representative of the District | Board Clerk |
| Authorized Representative of the District | ltrabuc@usd479.org |
| Authorized Representative of the District | +16208523540 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 | swalter@usd479.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.

Crest currently serves 240 PK-12 students. COVID has created noticeable learning loss due to the spring semester shutdown of 2020 as well as 126 students / staff members impacted by quarantine at one time or another throughout the current school year. Remote learning has been provided with fidelity by the staff at Crest. However, remote learning cannot replace the face to face connection and opportunities provided by live instruction and peer interaction. Our district provided meal delivery in conjunction with remote learning services. The district incurred unexpected costs to the effect of technological
infrastructure upgrades (hotspots, iPads, Chromebooks, network upgrades, etc.), as well as summer food service staffing to create and deliver meals. Social-emotional health has been a focus within the district. While creating remote learning plans, staff has made live streaming available to students and families for instructional needs as well as one-to-one connection between students and staff. It also provides the ability for students to interact with peers and receive mental health therapy via SEK mental health and counselling services within our district.

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.

- 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, 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 district will use ESSER II funds to implement a 24 day summer school to address learning loss due to students being remote learners due to COVID 19. ESSER II funds will be used to pay two certified teachers, two teacher aides and one bus driver. ESSER II Funds will also be used to pay the fifty percent salaries of two certified teachers to serve students by reducing class sizes which will allow for one on one or small group instruction during the 2021-2022 school term to address student learning loss due to COVID 19. ESSER II funds will be used to purchase research based software to aid in bridging the gap in student achievement levels and purchase chrome boxes that will allow for classrooms to have access to online learning programs and zoom activities. ESSER II funds will be used to acquire individual student tables and desk to replace group learning tables. The individual student desks will allow for student social distancing and promote a safe, learning environment. ESSER II funds will also be used to replace 22 outdated HVAC units with mini-split heat pumps and air conditioners. The new units will improve the air quality of the classrooms and provide a healthier environment for students, staff and patrons.

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 impact of summer school on student learning will be measured by student assessment tools such as Lexia and Star 360. The impact of the additional one FTE certified teacher instruction to provide additional academic assistance to students will be measured with Lexia, Star 360 and also classroom lesson assessments. The software purchased to aid in academic growth and equipment purchased to allow access to online programs and activities will be assessed through classroom lesson assessment as well as state assessments, Lexia and Star 360. The replacement of HVAC units will be assessed by an improved learning environment provided to students and also reduced absences due to improved air quality. The impact of individual tables and chairs for students will be measured by reduced absences due to reduction of germs and viruses transmitted and by students social distanced which will reduce the number of students being a contact for quarantine.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

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**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 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))
   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)


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)


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:

- 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 of 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  |  Leanne J Trabuc
Date                  |  04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSENT Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Certified teacher salaries for 4.5 hours per day for 24 days of summer school to provide classroom instruction to address learning loss among students.</td>
<td>$ 4,968</td>
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<td>$ 4,968</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Payroll taxes for two certified teachers and two instructional teacher's aides that provide summer school classroom instruction to address learning loss among students</td>
<td>$ 612</td>
<td>-</td>
<td>$ 612</td>
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<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase Chromeboxes and software for the students and classroom to allow for educational interaction between students and their teachers as well as to enhance online teaching resources to enhance and address learning loss in students.</td>
<td>$ 4,125</td>
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<td>$ 4,125</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>32-1000-650-210</td>
<td>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.</td>
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<td>479-1-004</td>
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<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase Chromeboxes and software for the students and classroom to allow for educational interaction between students and their teachers as well as to enhance online teaching resources to enhance and address learning loss in students.</td>
<td>$ 8,375</td>
<td>-</td>
<td>$ 8,375</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>32-1000-650-230</td>
<td>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.</td>
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<td>479-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Two teacher's aides salaries four hours per day for 24 days during summer school to assist students in learning loss.</td>
<td>$ 3,037</td>
<td>-</td>
<td>$ 3,037</td>
<td>-</td>
<td>-</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Bus driver salary to provide transportation for summer school students for 24 days.</td>
<td>$ 900</td>
<td>-</td>
<td>$ 900</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Code</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>Bus driver payroll taxes for salary to provide transportation for summer school students.</td>
<td>Repair of Buildings</td>
<td>Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Install 22 mini-split heat pump/air condition to replace outdated units. The replacement of the outdated units will improve the air quality of the school and provide a safer, more efficient and better equipped schools for our students, staff, and patrons.</td>
<td>Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.</td>
<td>Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.</td>
<td>12.5 percent of two certified teachers salaries to address learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
<td>Payroll taxes for 12.5 percent of two certified teachers that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Bus driver payroll taxes for salary to provide transportation for summer school students.</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Install 22 mini-split heat pump/air condition to replace outdated units. The replacement of the outdated units will improve the air quality of the school and provide a safer, more efficient and better equipped schools for our students, staff, and patrons.</td>
<td>Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.</td>
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<td>12.5 percent of two certified teachers salaries to address learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
<td>Payroll taxes for 12.5 percent of two certified teachers that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
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</tr>
<tr>
<td>479-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Repair of Buildings</td>
<td>Install 22 mini-split heat pump/air condition to replace outdated units. The replacement of the outdated units will improve the air quality of the school and provide a safer, more efficient and better equipped schools for our students, staff, and patrons.</td>
<td>$69</td>
<td>$104,939</td>
<td>Sent email to school district for clarification on units. Per email with district, new mini splits are not individual window units. These will replace old units that will be installed to connect with existing duct work, new cooper lines will also be installed</td>
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<td>479-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.</td>
<td>$5,106</td>
<td>$1,902</td>
<td>$11,713</td>
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<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</td>
<td>Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.</td>
<td>$1,902</td>
<td>$11,713</td>
<td></td>
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<tr>
<td>479-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$896</td>
<td>$11,713</td>
<td>$11,713</td>
<td></td>
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<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Description</td>
<td>Cost</td>
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<td>479-1-013</td>
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<td>Fringe Benefit for 12.5 percent of two certified teachers that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
<td>$1,913</td>
<td></td>
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<td>479-1-014</td>
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<td></td>
<td>Employer KPERS Contribution for 12.5 percent of one certified teacher that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.</td>
<td>$1,494</td>
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</table>

32-1000-210

32-1000-290
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 481

Applicant / Mailing Address

414 E Goodnow
Po Box 98
White City, KS 66872

Applicant / First and Last Name of Owner, CEO, or Executive Director | Trish Rhodes

Applicant / Email Address of Owner, CEO, or Executive Director | trhodes@usd481.com

Applicant / Phone Number | 785-349-2964

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) | 48-0723267

Applicant / Website Address (if applicable) | www.usd481.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 481 saw some academic loss because some students struggled to learn over Zoom during the Spring of last year, 2020. We have seen an increase in social-emotional needs throughout the District during this school year. Teachers are reporting more struggles with social-emotional well-being this year. Depression and anxiety have increased for many students. As a small school district all of our students, including special education students have been impacted. Areas we will continue to address are cleaning of the facilities, additional full-time substitute teachers, additional nursing staff, social distancing, and assuring that we have the capability to teach remotely.

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.

We anticipate using the rest of these funds to pay for the Substitute teachers, health nurses, and extra custodians.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- 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, 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 District proposes to use the ESSER II funds for the expenses that go with hiring full time substitute teachers, health nurses, extra custodians. Also getting the curriculum that will allow us to teach virtual and in person as needed. It will also help us purchase a extra bus for Hope and one for White City for social distancing purposes.

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 goal of the District is to provide in person instruction with the use of ESSER II Funds. The funding of extra personnel, curriculum, and transportation will help meet this goal.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

ESSERII-ApplicationTempla... (150 KiB download)

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 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))


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 §76.709 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)


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)


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:
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:
- 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 of 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 | Trish Rhodes

Date | 04/06/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
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<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Recommendation</th>
<th>Action Taken</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
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<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Having on site substitute teachers will help with allowing only certain teachers in the classrooms. Cuts down on more contact outside of the District</td>
<td>$79,659</td>
<td>$17,639</td>
<td>$62,020</td>
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<td>481-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.</td>
<td>$27,622</td>
<td>$9,343</td>
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<td>481-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Helps contact tracing if needed, organize all the records of students, keep track of ill students.</td>
<td>$25,122</td>
<td>$3,750</td>
<td>$21,372</td>
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<td>481-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Reading curriculum for Pre-k-5th Grade. Need to update to a curriculum that can go from in school to virtual without any issues.</td>
<td>$31,009</td>
<td>$31,009</td>
<td>-</td>
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Sent email for clarification on curriculum. Per email with school district. We have had students in both situations at the same time, remote and in person learning and this curriculum is more conducive to that. Due to Covid students have fallen behind in these areas and there are students with learning loss and gaps. This shows us that we need this curriculum to help the students get caught up to be at their grade level where they should be. Both come with online based learning to help with this. 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.
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<th>Supplies-Technology Related</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Science Curriculum for 5th-7th Grade. Need to update to a curriculum that can go from in school to virtual without any issues.</th>
<th>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Supplies-Technology Related</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
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<td>481-1-006</td>
<td>Eligible</td>
<td>Direct</td>
<td>Support Services</td>
<td>Other Professional Educational Services</td>
<td>This program will serve students in Kindergarten through 8th Grade. This will be an &quot;at risk&quot; program for students that need extra support in school or need a place to be after school. Gives the students to work on school work, practice social emotional skills, and socialize with the other students. Teachers can recommend a student to utilize this program to help fill gaps that formed due to Covid.</td>
<td>$9,900</td>
<td>$9,900</td>
<td>$07-00-2200-329-00</td>
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<tr>
<td>481-1-007</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Summer School</td>
<td>Summer school for the students with disabilities, or who has gap from last year when school was canceled due to Covid. This is to try and get them caught up to start the next year at the same grade level as their peers.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$07-00-1000-949-00</td>
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<tr>
<td>481-1-008</td>
<td>Eligible</td>
<td>Direct</td>
<td>Student Transportation Services</td>
<td>Equipment</td>
<td>We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.</td>
<td>$52,284</td>
<td>$52,284</td>
<td>$07-00-2700-730-00</td>
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</tbody>
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Select an Applicant Type | Unified School District
---|---
Applicant / Entity Name | Eudora Public Schools
Applicant / Mailing Address | 1310 Winchester Rd.
Applicant / First and Last Name of Owner, CEO, or Executive Director | Steve E Splichal
Applicant / Email Address of Owner, CEO, or Executive Director | stevesplichal@eudoraschools.org
Applicant / Phone Number | 7855424910

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) | 48-0724326
Applicant / Website Address (if applicable) | www.eudoraschools.org
Fiscal Agent / Name (if applicable) | Eudora Public Schools
Fiscal Agent / Email (if applicable) | jasonoehlert@eudoraschools.org
Our district has been impacted by the pandemic in many ways. We know that we have experienced learning losses amongst our students. This will undoubtedly create larger numbers of students needing Tier II and Tier III interventions and supports in the coming years. We are finding ourselves moving aggressively to find better resources and materials to help our struggling learners. Our special education students have struggled at times with the lack of consistency especially related to in-person vs. remote learning. Our district understands that the resources and professional development must be in place as we return all students to the classroom in the fall.

There has also been a significant toll on the social-emotional wellbeing of our staff and students as well. We observed higher numbers of both groups needing assistance and support from our mental health staff and counselors. We believe that some of that was born out of the isolation that came with the shutdown a year ago and has been exacerbated by the financial...
issues in many of our homes as business and industry shutdown and are only starting to rebound. We also know that while our staff responded in a remarkable manner, they too are experiencing a level of exhaustion that we’ve never seen before. Finally, we know that there are connectivity gaps within our community. We’ve tried to create some WIFI zones around our buildings but that does little to support those who struggle financially or who live out in our rural 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.

- 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.
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- 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 district will use a balanced approach to our spend. Priority #1 is a focus on supporting a summer academy. The purpose of summer academy is to provide direct instruction to support struggling learners as a means of closing the knowledge gap for elementary learners and credit recovery at the middle school and high school. We plan to purchase district Edgenuity licenses to supplement direct instruction. It is also our intent to provide nursing services to ensure safe operations. The district will address technology shortfalls. We will purchase an additional 130 chromebooks to disperse to students which will make us a completely 1:1 district. We also checked out every device we owned to students and staff. Devises will be returned to the district office and cleaned/disinfected for next year.

We are purchasing new math curriculum with intentional focus on advanced Tier II and Tier III curriculum for our struggling learners. Esser II funding would only be applied to an allowable portion of the overall purchase. Our district is using obsolete HR and Financial software. This doesn't allow us to function remotely should individuals get quarantined. Central office personnel were quarantined during this past school year. Given our limitations, this caused great concern for continuity of operations when dealing with financial management and personnel operations. We want to purchase new systems that give us greater security, and remote capability.

Our high school needs added space for students and staff to spread out. There are larger classes coming up, making this a must. We intend to take out lockers and utilize that space for additional flexible classroom seating.

Finally, funding will cover sub costs for staff out due to the pandemic. Our substitutes are critical to our overall operation when staff have seen extended absences due to the need to quarantine.

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 hope is that the summer academy will show benefits immediately. Our high school staff believe that we will be able to report a significant number of credits that were recovered at the secondary level. This work will put more students back on track for graduation. Furthermore, we know the summer academy's target support for reading and math will impact not only mastery of missing content, but will also limit the impact of "summer learning loss" that all too often accompanies our students. We believe this approach will have a positive impact on fall screening assessments at the elementary/middle school. We also believe that the new math adoption will help us support our struggling learners and should help us show consistent growth not only amongst our student body, but most importantly our Tier II and III learners.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](Eudora ESSERII-ApplicationTemplate.xlsx) 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 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))


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


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


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:

- 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 of 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 | Steve Splichal
Date | 04/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<p>| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Expenditure ID | Notes |
|---------------|-----------------------------------|----------------|---------------|-------------|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| 491-1-001     | Eligible                          | Direct Allocation | Instruction | PURCHASED PROPERTY SERVICES | 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 | $86,400 | $86,400 | $ - | $ - | $ - | $ - | Allow the District to begin a summer school program designed to help students recover high school credits lost, as a result of in-person instruction due to covid-19. Additionally it will allow our high school to implement a virtual program for students who will remain in a remote learning environment moving forward, due to covid-19. | 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. |
| 491-1-002     | Eligible                          | Direct Allocation | Instruction | SUPPLIES AND MATERIALS | Providing principals and other school leaders with resources to address individual school needs | $70,045 | $70,045 | $ - | $ - | $ - | $ - | Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students. | |
| 491-1-003     | Eligible                          | Direct Allocation | Instruction | SUPPLIES AND MATERIALS | Providing principals and other school leaders with resources to address individual school needs | $27,620 | $27,620 | $ - | $ - | $ - | $ - | Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students. | |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>PROPERTY</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students Continued support of 1:1 technology initiative in an effort to provide all students with a learning device while both in school and at home.</th>
<th>$ 70,000</th>
<th>$ 70,000</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
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<td>491-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>OTHER PURCHASED SERVICES</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$ 125,000</td>
<td>$ 125,000</td>
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<td>491-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs Provide summer learning for all students in an effort to make up lost instruction and learning as a result of covid-19.</td>
<td>$ 45,000</td>
<td>$ 45,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>9976</td>
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<tr>
<td>491-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff Additional support of nursing staff to ensure best mitigation practices as related to covid-19.</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>491-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>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 Properly cleaning and disinfecting 1:1 technology devices to ensure that the best safety practices continue to remain in place as a result of covid-19. Additional cleaning during the summer of approx. 1,800 devices.</td>
<td>$ 3,000</td>
<td>$ 3,000</td>
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<td>491-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Building Improvements</td>
<td>PURCHASED PROPERTY SERVICES</td>
<td>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</td>
<td>Expand socially distant learning spaces at the high school, and enhance the learning space environment.</td>
<td>$80,000</td>
<td>$ -</td>
<td>$80,000</td>
<td>$ -</td>
<td>$ -</td>
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<td>491-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Substitute needs as related to covid-19.</td>
<td>$30,000</td>
<td>$ -</td>
<td>$30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>9977</td>
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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 | South Haven School
Applicant / Mailing Address
PO Box 229
South Haven, KS 67140
Applicant / First and Last Name of Owner, CEO, or Executive Director | Brooke Price
Applicant / Email Address of Owner, CEO, or Executive Director | brookeprice@usd509.org
Applicant / Phone Number | 620-892-5215

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 | South Haven School
District Number | 509
Mailing Address | Street Address | PO Box 229, 229 S Kickapoo St
South Haven USD 509 is a small rural district in South Sumner County with a current student population of 210 students in grades Prek-12. While the Continuous Learning Plan utilized in the Spring of 2020 kept many students afloat, during that period, nearly 30% of our students were absent or had unpredictable attendance. On the last day of school in May, 25% of our high school students were failing at least one class required for graduation, with some students failing multiple core classes. This was a ten-fold increase from previous years.

The fall 2020 elementary benchmark testing in math and reading indicated a 15% - 25% drop in scores compared with previous years’ fall testing. With the lack of real social interaction from March 2020 to September 2020, South Haven students being identified as behaviorally/mentally at-risk increased significantly. Office referrals also rose as well as student absenteeism. This attendance challenge was acerbated by student under quarantine, which during the months of November, December, and January, hovered around 25% of the entire student body... the silver lining being, that a minimal number students tested positive for the COVID virus and were able to learn remotely.

Sadly, an un-proportional high number of low SES families/students (85% of those choosing remote-learning) chose to begin the year in a full remote learning model. The motivation might have been driven by fear of being infected by the virus or possibly the opportunity of receiving free or reduced internet.

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

• 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, 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.
To address the loss of learning created by the pandemic, USD 509 added a full time Title 1 teacher to their staff in the fall of 2020. The district intends to use ESSER II allocation money to pay the salary for this newly created position.

Because of the SEL loss staring in March 2020, South Haven has created a new “Summer Fun” k-12 enrichment program, led by three teachers, to strengthen not only student social/emotional skills but will also include math and reading activities. Bus transportation to/from school will be provided (Bus Drivers and fuel). The 5-week program will be broken down into 2-week segments for K-2 and 3-5 with a field trip schedule on Thursday of each week. Grades 6-12 will consist of only Field Trips and focus primarily on SEL. Currently, 42 South Haven students have registered to participate in the Summer Fun program. Additional summer custodial services will be required for this enrichment program as well teaching materials and supplies.

For the 2020-2021 school year, USD 509 intends to use ESSER II funds to pay for staff (certified and classified) sick leave caused by COVID quarantines/isolations along with required substitute teachers caused by COVID. With the need for more intense cleaning, USD 509 was forced to increase their custodial hours in order to address the increased cleaning work load. For sanitization purposes, ESSER II funds are being used for backpack sanitizing sprayers, touchless towel, soap, and hand sanitizer dispensers and additional cleaning supplies (soap, towels, etc.). As the need arises, more PPE equipment may be purchased, i.e., gloves, adult and youth face masks.

Finally, USD 509 intends utilizing ESSER II funds to cover Instructional technology tools required for remote learning, i.e., Chromebooks, iPads, filtering software, Zoom and Seesaw licenses, technology replacement parts.

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

South Haven USD 509 will determine the impact of its ESSER II funds on students by monitoring student success using various tools. Attendance will be monitored using both the district’s student information system and a tool the district uses to track student quarantines and isolation on a daily basis. With regards to the Summer Fun enrichment program, the district will survey all parents of participating students to measure the effectiveness of this new program and make adjustments accordingly. As the 21-22 school year progresses, the district will actively monitor its student reading and math benchmark tests, Tier II and Tier III student progress.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

ESSERII-ApplicationTempla... (148 KiB download)

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 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))


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)


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)

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:
- 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 of 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.
<table>
<thead>
<tr>
<th>Electronic Signature</th>
<th>Brooke Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>04/27/2021</td>
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</tbody>
</table>

Log in to [commonapp.grantplatform.com](http://commonapp.grantplatform.com) to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Recommendation</th>
<th>Total Expenditures $</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>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</td>
<td>New Title Teacher hired April 2020 for the 20-21 school year to address the needs of students who were forced to remote learn for the remainder of school year 19-20</td>
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<td>Instruction</td>
<td>Full-Time Substitutes' Salaries for Certified Staff</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Substitute Teachers hired to sub in classes where teachers who were either home with COVID, quarantine caused by close contact, and for certified personnel to assist classroom students while the quarantined teacher taught from home.</td>
<td>13,275</td>
<td>13,275</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Certified Substitutes' Salaries for Certified Staff</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Teacher Salaries</td>
<td>8,000</td>
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<td>-</td>
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<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Teacher Aide days off due to COVID, Quarantine, or reactions from vaccine</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Social Security &amp; Medicare amount for salaries</td>
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<td>Unemployment Compensation</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Unemployment benefits</td>
<td>68</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School supplies purchased</td>
<td>$ 2,500</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>43</td>
<td>COVID relation demonstrated in narrative</td>
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<td>509-1-008</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchasing Chromebooks, cases, licenses, along with internet safety/filter software to aid in helping our students remain safe while using the internet for remote learning.</td>
<td>$ 10,000</td>
<td>$ 8,727</td>
<td>$ 1,273</td>
<td>$ -</td>
<td>$ -</td>
<td>43</td>
<td>Changed object code per district request. 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.</td>
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<td>509-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs.</td>
<td>Purchasing Youth mask, adult mask, hand sanitizer</td>
<td>$ 1,611</td>
<td>$ 611</td>
<td>$ 1,000</td>
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<tr>
<td>509-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Custodial leave day for COVID testing/quarantine/isolation</td>
<td>$ 84</td>
<td>$ 84</td>
<td>$ -</td>
<td>$ -</td>
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<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Custodial Salary</td>
<td>$ 4,800</td>
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<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Social Security &amp; Medicare amount for salaries</td>
<td>$ 388</td>
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<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
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<td>Unemployment benefits</td>
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<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchasing additional cleaning supplies, gloves, disinfectant sprayer due to the pandemic</td>
<td>$ 5,000</td>
<td>$ 3,000</td>
<td>$ 2,000</td>
<td>$ -</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Bus Drivers Routes off due to COVID, quarantine, or reaction to vaccine</td>
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<td>$ -</td>
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<td>Substitute Bus Drivers</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Part-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Route Drivers</td>
<td>Amount</td>
<td>COVID relation demonstrated in narrative</td>
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<td>Regular Non-Certified Salaries</td>
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<td>Summer School Activity Driver</td>
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<td>Changed object code per district request.</td>
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## ESSER II Plan Overview and Table of Contents

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students</th>
<th>% Students Approved for Free- or Reduced-Price Lunch</th>
<th>Total Direct and True Up Allocation</th>
<th>Total Requested</th>
<th>% Requested of Total Allocation</th>
<th>Total Eligible</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student</th>
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<td>Central Plains</td>
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<td>$601,587</td>
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<td>245</td>
<td>44%</td>
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<td>$209,900</td>
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<td>56%</td>
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<td>$1,231,080</td>
<td>91%</td>
<td>$1,231,080</td>
<td>100%</td>
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<td>$599</td>
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<td>29%</td>
<td>$153,397</td>
<td>$153,397</td>
<td>100%</td>
<td>$153,397</td>
<td>100%</td>
<td>$490</td>
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<td>$663</td>
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<td>$10,134,646</td>
<td>100%</td>
<td>$579</td>
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</tbody>
</table>
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 112 Central Plains
Applicant / Mailing Address
| PO Box 168
| Holyrood, KS 67450
Applicant / First and Last Name of Owner, CEO, or Executive Director | Greg Clark
Applicant / Email Address of Owner, CEO, or Executive Director | gclark@usd112.org
Applicant / Phone Number | 7852523695

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 | Central Plains
---|---
District Number | 112
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 112 Central Plains lowest achieving students have been the most impacted academically by the closure of school last spring. We have seen students who fell well behind their peers due to the lack family support they received. The cost impact is still being realized as we planning a summer school session to help these student who are struggling. In our district we are looking at close to 100 of our 480 students who will need remedial help and credit recovery this summer.

Does the district have remaining ESSER I funding that it has not yet spent as of 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.**

- 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, 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.

- Summer programs for students, Technology, after school programs, curriculum, cleaning supplies, extra duty pay, extra bus routes, summer food program, Professional Development, facility repairs

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)
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)

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)

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)

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:

- 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 of 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  |  Greg Clark
Date  |  04/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Professional-Education Services</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Training for teachers, administration, and other staff to help serve our students affected by loss of instruction</td>
<td>$4,965.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$965.00</td>
<td>$-</td>
<td>2200-300</td>
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<td>112-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>District will purchase supplies to help keep buildings safe for students.</td>
<td>$40,000.00</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>2600-600-00</td>
<td>Per applicant, additional supplies include more frequent cleanings, a clorox 360 machine, increased use of cleaning chemicals and hand sanitizer.</td>
</tr>
<tr>
<td>112-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD 112 will operate a summer school program in each of the next 3 years.</td>
<td>$80,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>1000-1100-00</td>
<td>Per applicant, the district will operate a summer school program in July over the next 3 summers. Summer school will occur at Central Plains Elementary School and Wilson Elementary school. The project staff needed will be 10 for the district, for approximately 50 students. Transportation will be provided.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Computers and Related Equipment (Including Software if bought as a package)</td>
<td>During the pandemic we had students fall behind and will use this technology to help them catch up to their peers,</td>
<td>$140,000.00</td>
<td>$100,000.00</td>
<td>$20,000.00</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
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</table>
| Per applicant, utilization of Google classroom increased the need for chromebooks, as well as smart boards for lessons; Technology purchases for students will ensure needed technology for remote learning. 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.
Applicant details

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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  |  Prairie Hills USD 113

Applicant / Mailing Address
1619 Old Hwy 75
Sabetha, KS 66534

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Todd Evans

Applicant / Email Address of Owner, CEO, or Executive Director  |  evanst@usd113.org

Applicant / Phone Number  |  7852842175

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)  |  90-0584159

Applicant / Website Address (if applicable)  |  usd113.org

Applicant / Mission Statement (if applicable)
Preparing Kids, Shaping the Future
USD 113 is still trying to recover from lost learning from April and May of 2020. This was the time that we relied on remote learning. Teachers were forced to prioritize lessons and not teach the expanded skills and material as usual. We found ways to provide hot spots for children without internet access. We provided meals for students at 7 locations throughout the district - not only when we weren't in session, but also through the summer.

As we began the 2020-21 school year, costs were extensive for replacement of items that reduced the spread of disease (i.e. water bottle fill stations, meal sealers, etc.). Costs were increased substantially for cleaning and sanitizing equipment and materials as well as overtime for personnel to make it all happen. We added custodial help as well as nursing positions.
We recently received information back from the Kansas Communities that Care Survey that is given each year in December. One of the questions is to be a measurement of depressive thoughts. County-wide we saw this measure increase by 30% over the previous year. Fortunately, the suicide-related questions on the KCTC did not reflect a similar tendency.

We have been fortunate to be in session most of the 20-21 school year, but this year has been a struggle for all. The audited pre-K-12 headcount in our district for 20-21 is 1,080.

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.

USD 113 has been using ESSER 1 and ESSER 1 Sped funding in order to offset additional expenses incurred because of the Covid Pandemic. Remaining funds will be used in the same manner as spent funds. Non-Sped ESSER 1 funding has been used to pay for PPE, cleaning supplies, additional personnel, etc. We anticipate continuing with assessing student performance to determine learning gaps. We intend to continue to provide interventions for students who are struggling with reading or math through our MTSS process. We will continue to maintain increased cleaning and disinfecting protocols. We will also focus on professional development for teachers to help them identify and remediate learning loss. We will continue to prepare for the eventuality of remote learning.

There has been and will continue to be significantly increased expenditures related to food service. This includes preparations for feeding kids who are remote learning, feeding students in classrooms to avoid crowded classrooms, disposable trays and plasticware, purchasing a tray sealer & supplies, etc.

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

- 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, 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 plan to continue to provide professional development to staff members to identify skills necessary for remote teaching. We plan to provide training and resources for our Multi-Tiered System of Support that will identify and provide interventions for struggling students. We plan to focus on social and emotional support for students through the Second Step program as well as the Kansans Can Competency Framework.

We are expecting to continue to provide nursing services in excess of pre-pandemic norms. We plan to offer summer school & after school opportunities for students at all grade levels.

We hope to target buildings to improve indoor air quality, making improvements through improved HVAC systems. We also hope to maintain a level of individual student devices that will better facilitate the eventualty of future remote learning. This will also require continued support of communication software.

We plan to hire an additional teacher for a combined grade level class in our Wetmore School in order to reduce the student teacher ration. This class’s Fastbridge screener scores reflects a learning loss. We plan to increase our school counseling services by sharing a counselor with a neighboring district.

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 will use the Fastbridge screener in Math and Reading to identify students who are experiencing learning loss or who do not achieve the score established to be at grade level. We will also be using State Assessments, pre-ACT and ACT assessments to evaluate student learning.

We will use the Saebrs and MySaebres Social, Academic and Emotional Behavior Screener to identify students who are at risk on a SEL level. This will allow us to evaluate our success in this area.

Some items will be evaluated on a task completion basis. For example, school-provided student technology devices, improved air quality based upon work done to our systems recommended by a mechanical engineer, etc.

**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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

(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)
§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:

- 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 of 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

| Todd J. Evans |

Date

| 04/20/2021 |

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>113-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Greenbush Administrative Services</td>
<td>$1,350.00</td>
<td>$-</td>
<td>$1,350.00</td>
<td>$-</td>
<td>$-</td>
<td>Per Applicant, the purpose of this expenditure is to provide leaders with resources to better meet the needs of covid-impacted students. Descriptions include: Superintendent Forums (Supt. Collaboration to best meet the needs of students); Annual Summer Admin Planning Meeting (collaboration opportunity for all admin)</td>
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<tr>
<td>113-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Training for custodians</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>113-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning and sanitizing supplies</td>
<td>$33,549.00</td>
<td>$-</td>
<td>$33,549.00</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Supplies-Technology Related</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Greenbush School Improvement, ZOOM</td>
<td>$ 31,506.00</td>
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<tr>
<td>113-1-004</td>
<td>$ 11,506.00</td>
<td>$ 20,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>78652</td>
<td>Per Applicant, the ZOOM is inadvertent. The Greenbush subscription allows staff access to PD specific to working with students in a COVID impacted environment.</td>
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</table>

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instructional Equipment</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Device Refresh</th>
<th>$ 100,000.00</th>
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<tbody>
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<td>113-1-005</td>
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<td>$ 100,000.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
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<td>113-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
</tr>
<tr>
<td>113-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
</tr>
<tr>
<td>113-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
</tr>
<tr>
<td>113-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
</tr>
<tr>
<td>113-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<tr>
<td>113-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
</tbody>
</table>

Per Applicant, subscription to continue primary method of delivering instruction to COVID-related remote learners. 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.

Per applicant, approximately 14 teacher salaries for summer school for approximately 50 students (elementary through high school). Address COVID-related learning loss.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Building Improvements</th>
<th>Buildings (Existing Buildings)</th>
<th>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</th>
<th>Amount</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>78307</th>
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<tbody>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Building Improvements</td>
<td>Buildings (Existing Buildings)</td>
<td>Axtell Foyer work</td>
<td>$13,719.00</td>
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<tr>
<td>113-1-013</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Building Improvements</td>
<td>Buildings (Existing Buildings)</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>HVAC for SES</td>
<td>$156,281.00</td>
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<td>$156,281.00</td>
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<td>113-1-014</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Architecture and Engineering</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>HVAC Audit</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional nursing support</td>
<td>$30,500.00</td>
<td>$5,500.00</td>
<td>$25,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>78121</td>
<td></td>
</tr>
</tbody>
</table>
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 Bonner Springs / Edwardsville
Applicant / Mailing Address

2200 S. 138th Street
P.O. Box 435
Bonner Springs, KS 66012

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Eric Hansen
Applicant / Email Address of Owner, CEO, or Executive Director  |  accounting@usd204.net
Applicant / Phone Number  |  9134225600

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)  |  48-0684582
Applicant / Website Address (if applicable)  |  www.usd204.net
Applicant / Mission Statement (if applicable)

|  Teaching Today’s Learners for Tomorrow’s Challenges

Fiscal Agent / Name (if applicable)  |  Becky Barger
Fiscal Agent / Email (if applicable)  |  bargerr@usd204.net
Fiscal Agent / Mailing Address (if applicable)
Application details

Full District Name | Bonner Springs Edwardsville
District Number | 204
Mailing Address | Street Address | 2200 S 138th Street
Mailing Address | City | Bonner Springs
Mailing Address | Zip Code | 66012
Authorized Representative of the District | Name | Daniel (Dan) Brungardt
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | brungardtd@usd204.net
Authorized Representative of the District | Phone Number | +19132090100
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | hansene@usd204.net
Other District Representative 2 | Email Address | porterl@usd204.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.

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.

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

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.

USD 204 has minimal amount of funds left in unspent ESSER I Funds. The remaining amount will be spent for sanitization of schools.

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

- 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, 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 order to comply with Wyandotte County Health Orders, teacher planning time was scheduled on Fridays each week. The district transitioned back to five days a week with students the last quarter. With the goal compensating teachers for the planning they will now need to do outside the school day USD 204 will pay each certified staff member 1/8th Of their daily rate for each school day during the 4th quarter of the 2020-21 school year,
- With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.
- To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation. Additionally, during the school year USD 204 will offer before/after & during school interventions for students who are struggling due to COVID learning loss.
- Based on the high usage of student/teacher technology through pandemic the district is in the process of updating student and staff technology resources.
- USD 204 added an additional nurse and instructional staff to facilitate student safety and learning. Additionally, USD 204 is planning on retaining and adding staff to facilitate lower class sizes and provide additional help for students who have experienced learning loss.
- To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.
- To facilitate keeping students and staff safe the district will allocate funds for sanitization of buildings.

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 monitor the number of students failing classes, dropout/graduation rate, post secondary plan, state assessment scores, and NWEA MAP scores for elementary, in addition to the measures indicated in the district and building KESA plans. To determine success with student engagement and social emotional interventions, absences and referrals to school counselors and school social workers will be analyzed to look for reductions in these numbers. The measure of success for the district will be to have all measures at or better than before the pandemic.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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

4 of 7
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 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))


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)


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:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.
Records related to compliance. A State and a subgrantee shall keep records to show its compliance with program requirements.

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:

- 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 of 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          |   Daniel J. Brungardt
Date                          |   03/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>• Based on the high usage of student/teacher technology through pandemic the district is in the process of updating student technology resources.</td>
<td>$ 358,000.00</td>
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<td>Clarified with district (Eric Hansen) 04.22.21 per phone call, technology will be updated to allow 1:1 for students and mitigate sharing of devices and allow for hotspots for students and families that are without internet. 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.</td>
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<td>Code</td>
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<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>• Based on the high usage of student/teacher technology through pandemic, the district is in the process of updating staff technology resources.</td>
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Clarified with district (Eric Hansen) 04.22.21 per phone call, technology will be updated to allow 1:1 for students and mitigate sharing of devices and allow for hotspots for students and families that are without internet. 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.

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<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Full-Time Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>• In order to comply with Wyandotte County Health Orders, teacher planning time was scheduled on Fridays each week. The district transitioned back to five days a week with students the last quarter. With the goal compensating teachers for the planning they will now need to do outside the school day USD 204 will pay each certified staff member 1/8th Of their daily rate for each school day during the 4th quarter of the 2020-21 school year,</th>
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Clarified with district (Eric Hansen) 04.22.21 per phone call, technology will be updated to allow 1:1 for students and mitigate sharing of devices and allow for hotspots for students and families that are without internet. 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.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Health Services</th>
<th>Full-Time Non-Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>• USD 204 added an additional nurse and instructional staff to facilitate student safety and learning.</th>
<th>$ 103,000.00</th>
<th>$ 45,000.00</th>
<th>$ 58,000.00</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>PURCHASED PROPERTY SERVICES</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>• To facilitate keeping students and staff safe the district will allocate funds for sanitization of buildings.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>• To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>• To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.</td>
<td>$ 88,348.00</td>
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<td>204-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Full-Time Non-Certified Salaries • With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.</td>
<td>$104,000.00</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Gasoline 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.</td>
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<td>204-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries USD 204 is planning on retaining and adding staff to facilitate lower class sizes and provide additional help for students who have experienced learning loss.</td>
<td>$108,000.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries 11A. Planning and implementing summer learning or enrichment programs • To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation.</td>
<td>$100,000.00</td>
<td></td>
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<tr>
<td>204-1-012</td>
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<td>Instruction</td>
<td>Full-Time Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs • To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation</td>
<td>$15,000.00</td>
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<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Category</td>
<td>Full-Time Salaries</td>
<td>11A. Planning and Implementing Summer Learning or Enrichment Programs</td>
<td>11B. Planning and Implementing Supplemental After-School Programs</td>
<td>During the School Year</td>
<td>USD 204 will offer before/after &amp; during school interventions for students who are struggling due to COVID learning loss.</td>
<td>Budgeted Amount</td>
<td></td>
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<td>$26,000.00</td>
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<td>$100,000.00</td>
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<td>Instruction Other Supplies and Materials</td>
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<td>$30,000.00</td>
<td>$30,000.00</td>
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<td>Instruction Other Supplies and Materials</td>
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<td>$ -</td>
<td>$ -</td>
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</tbody>
</table>
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 220 Ashland-Englewood

Applicant / Mailing Address

311 JE Humphreys,
PO Box 187,
Ashland, Kansas, 67831

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Jamie Wetig

Applicant / Email Address of Owner, CEO, or Executive Director  |  jwetig@usd220.net

Applicant / Phone Number  |  620-635-2220

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)  |  48-0726432

Applicant / Website Address (if applicable)  |  www.usd220.net
Applicant / Mission Statement (if applicable)

311 JE Humphreys,
PO Box 187,
Ashland, Kansas, 67831

Fiscal Agent / Name (if applicable) | Lynnette Pruitt
Fiscal Agent / Email (if applicable) | lpruitt@usd220.net

Application details

Full District Name | Ashland-Englewood
District Number | 220
Mailing Address | 311 JE Humphreys, PO Box 187
Mailing Address | City | Ashland
Mailing Address | Zip Code | 67831
Authorized Representative of the District | Name | Jamie Wetig
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | jwetig@usd220.net
Authorized Representative of the District | Phone Number | +16206352220
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | lpruitt@usd220.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.

During the 20-21 academic year, USD 220 has seen 32% of staff and 36% of students impacted by COVID-19. This includes students and staff being quarantined due to direct exposure or testing positive. This has disrupted the learning environment, particularly during the months of August through January.

Does the district have remaining ESSER I funding that it has not yet spent as of | No
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.

- 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, 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 after-school 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 220 will utilize approximately 65% of ESSER II funds to provide academic needs, professional development, and extended learning opportunities. Educational needs will include purchasing a universal K-12 academic and social-emotional screener to track all students' needs and progress, academic resources for interventions, and other materials to address student learning gaps. Professional Development will help teachers implement formative assessments and screeners, identify student educational needs, and utilize interventions within the classroom. After-school tutoring will be open to all students and recommended for those identified through academic screeners needing remedial instruction. Tutoring will focus mainly on core curriculum needs (Reading, Math, Science, Social Studies). Summer School "Camps" will also provide extended learning opportunities for all students, as each "camp" will focus on the core curriculum through a more hands-on non-traditional approach to learning. These camps will provide three weeks of activities for students (June, July, August), focusing on learning by doing. Funds will also be set aside to provide for social-emotional curricular needs and activities.

USD 220 will utilize approximately 17% of ESSER II funds to upgrade air quality and food service serving sites. The purchase of portable HEPA units with UV lights and antibacterial filters will help mitigate the COVID-19 pandemic. While funds will be used to help support a second serving site that was established to address the COVID-19 pandemic and the need for social distancing.

USD 220 will utilize approximately 11% of ESSER II funds to address the district's health and sanitation needs.

USD 220 will utilize approximately 7% of ESSER II funds to provide for technology needs to support distance and remote learning for all students. Funds will be used to purchase equipment for students and the district to ensure the infrastructure can continue to support remote learning needs as it may be necessary.

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 220 will track the impact of the ESSER II expenditures on students through a systemic data-driven plan that will outline an annual timeframe encompassing screening dates, progress monitoring, and quarterly building/district data reviews. This systemic process will ensure the district reviews student academic progress and identifies any ongoing needs with fidelity. Additionally, the district will develop a plan to chart students' weekly and monthly improvement in extended learning to gauge ongoing needs (after-school tutoring and RTI groups). The district will also provide input for parents and students through qualitative surveys to analyze academic and social-emotional needs within the district. Through the compilation of data, the district will evaluate the effectiveness and quantify the impact of ESSER II funds on students.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](220_Ashland-Englewood_ESS_... (155 KiB download)) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

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**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 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))


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)


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)


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:


- 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 of 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 │ Jamie Wetig

Date │ 03/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. K-12 Academic Screener and Intervention materials to be purchased for utilization by classroom teachers for all students. These resources will help identify student learning levels and identify specific interventions in order to address learning gaps.</td>
<td>$10,000.00</td>
<td>$5,000.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$-</td>
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<td>220-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs Professional Development of staff to provide specific resources, materials, and strategies to address student academic learning gaps.</td>
<td>$10,000.00</td>
<td>$-</td>
<td>$10,000.00</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>220-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities Cleaning chemicals, hygienic items, and paper goods will continue to be purchased at a greater rate in order address COVID-19 sanitary protocols.</td>
<td>$15,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$-</td>
<td>$-</td>
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<td>220-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Service Operations</td>
<td>Miscellaneous Supplies</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Funds will be used to upgrade food service serving sites to maintain an environment that can provide adequate social distancing. These funds will help support a second serving site that was established to address the COVID-19 pandemic. Additionally, we will set aside transportation cost for delivery of meals, and/or academic materials in the event of quarantine of students.</td>
<td>$ 9,681.52</td>
<td>$ -</td>
<td>$ 9,681.52</td>
<td>$ -</td>
<td>$ -</td>
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<td>220-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies - Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Funds will be used to purchase equipment for students and the district to ensure the continuity of communication and infrastructure can continue to support students/teachers who may have to quarantine and engage in educational activities online as necessary if COVID.</td>
<td>$ 10,000.00</td>
<td>$ -</td>
<td>$ 10,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>30</td>
<td></td>
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</table>

Chromebooks and connectivity for remote learning when a student has to quarantine (30 chromebooks and licenses to ensure continuity with learning during quarantining periods). (Phone Call 4/27/2021). 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>Allocation Area</th>
<th>Description</th>
<th>Funds Used</th>
<th>Only a few months left in 2021</th>
<th>Approximately 10 teachers at 4 hours each day</th>
<th>Additional work time for teachers to plan for students who are quarantined</th>
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<tbody>
<tr>
<td>220-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social-Emotional Health will continue to be evaluated and addressed through both direct instruction and screeners. Funds will be used to help support mental health services and provide additional programs (speakers, activities, etc.) in order to provide students with expanded services.</td>
<td>$15,000.00</td>
<td>$5,000.00</td>
<td>$10,000.00</td>
<td>$ -</td>
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<tr>
<td>220-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Summer academic camps will be offered over a three week period (June, July, August) to address core curriculum needs to all students.</td>
<td>$30,000.00</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>$ -</td>
</tr>
<tr>
<td>220-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Additional stipends will be provided to certified staff for additional work days and planning required for in-person and remote students.</td>
<td>$13,000.00</td>
<td>$13,000.00</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>
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
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 fine 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 of the facilities and hiring a part-time nurse to help with illness.

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

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, 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 will finish out the spring paying for our part-time nurse, extra substitutes/paras, and custodian. We will continue to offer an after-school program through May of 2023. Funds will be used for 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 be using the funds to cover costs for all 53 teachers for the 2020-2021 school year who changed their schedule to be in school prior to their negotiated agreement time to allow students in their classrooms and to work with them prior to the start of the school day. This needed to be done because the system of allowing the students to congregate in hallways or the gym needed to be changed due to COVID-19. Finally, we will use ESSER II 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. We have 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, this will give us the opportunity to keep those classes low to help students and their SEL needs by keeping this position. We have additional needs and they will be met with ESSER III funds.

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 will continue to monitor our local assessments, aims web results, MAP results, and state assessments in our elementary building, and more specifically, the grade level's where we were able to keep three sections instead of dropping to two. This will allow us to track the progress of our students to see gains. Having a full-time social worker in our secondary building will help lower anxiety and depression amongst our students and this will greatly impact those students' academic gains.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)


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)


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:


- 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 of 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

Chris Vignery
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Function Name Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
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<td>239-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Certified Salaries</td>
<td>Regular</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This will allow us to keep small classroom caseloads in our two most academic needed classrooms.</td>
<td>$ 90,000.00</td>
<td>$ 90,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76.1000.110.00</td>
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<tr>
<td>239-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Our current nurse spends 90% of her time with grade school students. This allows us to have someone part-time at our secondary building</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76.2100.120.03</td>
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<tr>
<td>239-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>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</td>
<td>Custodian for extra sanitation to prevent the spread of COVID-19 for the health safety of students and staff</td>
<td>$ 12,000.00</td>
<td>$ 12,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76.2600.120.04</td>
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<tr>
<td>239-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Certified Salaries</td>
<td>Regular</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>$ 13,500.00</td>
<td>$ 13,500.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76.1000.110.04</td>
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</table>

Applicant provided: ESSER allowable use #13 and description of custodian information

Applicant provided: hired 3 aides full-time to assist classroom teachers 1/2021-5/2021
<table>
<thead>
<tr>
<th>ID</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Type</th>
<th>Description</th>
<th>Funds</th>
<th>Applicant Provided</th>
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<td>239-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>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</td>
<td>$5,259.00</td>
<td>Teachers who have students using remote learning are paid up to two hours a week for extra preparation.</td>
<td>76.1000, 110.01</td>
</tr>
<tr>
<td>239-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$25,000.00</td>
<td>Funds will be used to have summer school teachers for academic needs and social emotional needs.</td>
<td>76.1000, 110.03</td>
</tr>
<tr>
<td>239-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$10,000.00</td>
<td>Funds will be used to have summer school aides for academic needs and social emotional needs.</td>
<td>76.1000, 120.01</td>
</tr>
<tr>
<td>239-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$24,000.00</td>
<td>Funds will be used to have after-school program teachers for academic needs</td>
<td>76.1000, 110.02</td>
</tr>
<tr>
<td>239-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$12,000.00</td>
<td>Funds will be used to have after-school program aides for academic needs</td>
<td>76.1000, 120.02</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Community Services Operations</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Providing a full-time social worker at the secondary level</td>
<td>110.01</td>
<td>Applicant provided: additional services to address student anxiety and depression during COVID-19</td>
</tr>
<tr>
<td>----------</td>
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<tr>
<td>239-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Our teachers worked hours beyond their negotiated agreement before school hours. We asked that they be on campus 15-minutes prior to their normal schedule.</td>
<td>$53,000.00</td>
<td>$53,000.00</td>
</tr>
<tr>
<td>239-1-012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>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</td>
<td>FICA for salaries</td>
<td>$15,500.85</td>
<td>$10,500.85</td>
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<tr>
<td>239-1-013</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>FICA for custodian</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>
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 247 Southeast-Cherokee
Applicant / Mailing Address
|  506 S Smelter
|  Cherokee, KS 66724
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Brad Miner
Applicant / Email Address of Owner, CEO, or Executive Director  |  bminer@usd247.com
Applicant / Phone Number  |  6204578350

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  |  Southeast-Cherokee
District Number  |  247
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.

**Academic** – Fastbridge data shows academic decline for elementary students. Middle school data shows students maintained knowledge but did not show growth. Grade reports indicate students who chose the remote option had more failing grades than those who were in person. High school data shows a 22% increase in students failing classes as compared to last year. Seniors at-risk of graduating have increased over last year 1 to 5 and high school dropouts have gone from 0 to 3.

**Social Emotional** - More students have been referred to mental health supports. Our part-time therapist had 153 student encounters as of March 31. Seventeen children in the district were seen for therapy. Ten students are currently seen weekly. Our high school counselor has seen an increase in the number of students requiring on-going counseling going from 30 students in 2019-2020 to 45 students in 2020-2021. Our high school has also experienced an increase in the number of students using drugs and tobacco.

**Financial** – When the pandemic hit, we were not a district wide one-to-one device school. Classrooms were not designed to teach remotely and in person at the same time. Equipment was needed including computers, cameras, smartboard technology, etc. Professional development was also needed. Many families did not have internet access and the district provided hotspots which created another cost. Expenses were incurred to ensure a safe return to in-person learning and to mitigate the virus. Personal protective equipment, cleaning and sanitation supplies, additional personnel, thermometers, hand sanitizer, etc., were needed.

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.
We will use our remaining ESSER I funding to accomplish the following:

• Continue to provide an academic support specialist at the elementary level to assist struggling students identified with learning loss as a result of the pandemic. We hope to narrow the learning gap with this extra support for struggling students.
• Maintain additional sanitizing specialists to assist custodians in slowing the spread of the virus.
• Maintain additional food service worker to assist with providing meals to classrooms to maintain classroom cohorts. This has been a part of our plan to help mitigate the spread of the virus.
• Continue to provide our school counselors with cell phones to support students and families with social/emotional struggles
• Purchase additional Chromebooks, cases, and software. This will allow us to continue substantive educational interaction between students and their classroom teachers for both remote and in-person options.

**We have already expended all ESSER I SPED funds.

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

• 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, 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 plan to use our ESSER II allocation in the following ways:

- Elementary summer learning program to support students with learning loss associated with the pandemic. This will be a four week program held five days per week in the months of May and June.
- Middle school after school program during the 2021-2022 school year to support students with learning loss associated with the pandemic.
- High school summer credit recovery program to support students that are at-risk of graduating. Due to the virus and quarantines, some students were unable to meet their graduation requirements.
- High school after school academic assistance during the 2021-2022 school year to support students with learning loss associated with the pandemic.
- Elementary after school program during the 2021-2022 school year to address students with learning loss associated with the pandemic.
- Fund an academic support specialist to support individual and small groups of students at the elementary level identified as struggling learners.
- Purchase educational technology to aid in regular and substantive interaction between students and teachers. This will include additional iPads and MacBooks to support remote learning and teaching at the high school.
- Pay staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic such as reviewing and modifying emergency health protocols, mitigation of the virus, cohorting procedures, and to plan and improve our capacity to teach both remotely and in-person during the pandemic.
- Upgrade HVAC systems to improve air quality in all buildings. This would include HVAC unit replacement and installation of air purification devices.

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

For academic impact, we will utilize data from Fastbridge, Kansas Assessments, Edmentum, ASQ, ACT, WorkKeys, student grades, etc. This data can be disaggregated to determine the impact of specific programs offered in the summer and after school, as well as progress throughout the school year.

Many of our needs are technological. Our response includes the purchase and use of Chromebooks, iPads, cameras, software, etc. The technology will allow us to measure student growth and achievement and provide personalized academic and SEL instruction to mitigate learning loss. Additionally, we will use technology to provide assessments and instruction in core and elective classes. Surveys will allow us to measure technological use and impact and effect on teaching and learning.
The impact of HVAC systems to improve air quality will be determined through student and staff surveys and attendance linked to illnesses. Additionally, measurements will be taken in facilities to monitor air quality.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER II 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 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))
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)
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)
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
  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 of 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 | Brad Miner
Date | 04/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>247-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to compensate teachers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra academic time and support for students.</td>
<td>$12,400</td>
<td>$12,400</td>
<td>$-</td>
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<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to compensate teachers working our after school learning programs for the 2021-22 school term. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.</td>
<td>$28,125</td>
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<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to compensate non-certified staff (paraprofessionals) working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support to students.</td>
<td>$3,042</td>
<td>$3,042</td>
<td>$-</td>
<td>$-</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to compensate non-certified staff (paraprofessionals) working our after school learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.</td>
<td>$7,650</td>
<td>$ -</td>
<td>$7,650</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Service Operations</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to compensate food service staff working at our summer learning programs. This will address student learning loss resulting from the pandemic by providing food service to students receiving extra academic support during summer programs.</td>
<td>$2,160</td>
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<td>$ -</td>
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<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to compensate bus drivers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students to summer programs providing extra academic support to students.</td>
<td>$1,800</td>
<td>$1,800</td>
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<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to compensate bus drivers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students attending after school academic support programs.</td>
<td>$10,350</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay FICA as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$1,181</td>
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<td>FICA - Employer's Contribution</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to pay FICA as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$2,737</td>
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<td>Direct Allocation</td>
<td>Food Service Operations</td>
<td>FICA - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay FICA as part of the compensation of employees providing food service for our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$165</td>
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<td>$165</td>
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<td>Student Transportation Services</td>
<td>FICA - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$138</td>
<td>$138</td>
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<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>FICA - Employer's Contribution</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our after school learning programs. This will address student learning loss resulting from the pandemic.</td>
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<td>Direct Allocation</td>
<td>Instruction Compensation</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$15</td>
<td>$15</td>
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<td>247-1-014</td>
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<td>Instruction Compensation</td>
<td>Unemployment Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$36</td>
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<td>$36</td>
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<td>$93232</td>
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<td>Document ID</td>
<td>Eligible Direct Allocation</td>
<td>Food Service Operations</td>
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<tr>
<td>247-1-015</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing food service for our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$2 $2 $- $- $- 93234</td>
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<tr>
<td>247-1-016</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$2 $2 $- $- $- 93236</td>
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<tr>
<td>247-1-017</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our after-school learning programs. This will address student learning loss resulting from the pandemic.</td>
<td>$10 $- $10 $- $- 93237</td>
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<td>247-1-018</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>These expenditures will be used to compensate certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.</td>
<td>$10,000</td>
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<td>$10,000</td>
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<td>93250</td>
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<td>247-1-019</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>These expenditures will be used to pay FICA associated with compensation for certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.</td>
<td>$765</td>
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<td>$765</td>
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<td>ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Classification</td>
<td>Description</td>
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<td>247-1-020</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts These expenditures will be used to pay unemployment fees associated with compensation for certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.</td>
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<td>247-1-021</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs These expenditures will be used to provide general supplies and materials to support summer learning programs. This could include paper, pencils, textbooks, etc. This will address student learning loss resulting from the pandemic.</td>
<td>$1,550</td>
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<td>247-1-022</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11B. Planning and implementing supplemental after-school programs These expenditures will be used to provide general supplies and materials to support after-school learning programs. This could include paper, pencils, textbooks, etc. This will address student learning loss resulting from the pandemic.</td>
<td>$1,700</td>
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<tr>
<td>Direct Allocation</td>
<td>Other Equipment</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air. This will also include installation of iWave technology to purify the air and kill mold, bacteria, and viruses. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for staff and students.</td>
<td>$358,000</td>
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<td>$358,000</td>
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<td>93270</td>
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<tr>
<td>Direct Allocation</td>
<td>Instruction-Related Technology Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>These expenditures will be used to provide student and staff computers such as iPads and Chromebooks and cases to protect them. This will address the technology need created by the pandemic to provide both in-person and remote learning and connectivity to families and aid in regular and substantive educational interaction between students and their teachers.</td>
<td>$44,000</td>
<td>$ -</td>
<td>$44,000</td>
<td>$ -</td>
<td>$ -</td>
<td>93280</td>
<td>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.</td>
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<tr>
<td>247-1-025</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>These expenditures will be used to provide an academic support specialist at the elementary level. This person will support the classroom teachers and work with students individually and in small groups that have experienced learning loss created as a result of the pandemic.</td>
<td>$22,272</td>
<td>$ -</td>
<td>$22,272</td>
<td>$ -</td>
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<td>93285</td>
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<tr>
<td>247-1-026</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This expenditure will be used to pay FICA associated with the compensation of our academic support specialist. This will address learning loss as a result of the pandemic.</td>
<td>$1,703</td>
<td>$ -</td>
<td>$1,703</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>247-1-027</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This expenditure will be used to pay unemployment compensation associated with the compensation of our academic support specialist. This will address learning loss as a result of the pandemic.</td>
<td>$25</td>
<td>$ -</td>
<td>$25</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>93287</td>
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</tbody>
</table>
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 N. Summit
Mailing Address | 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      | bbauer@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
Other District Representative 2 | Email Address      | bmein@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
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- 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, 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.

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.

10 - Mental Health Services (3%)
11-Summer learning/after school programs (6%)
12(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.

Note: Additional word allowance would allow us to better explain our impact determination.
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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](https://example.com) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

ESSERII-Application.xlsx (157 KiB download)

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 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))


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)

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)

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)

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:


- 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 of 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  |  04/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>248-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>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.</td>
<td>$ 15,000</td>
<td>$ 15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96529</td>
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<tr>
<td>248-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>10. Providing mental health services and supports</td>
<td>This is a school wide social-emotional screener to support our K-5 students, we currently have 415 in our building. This system will support social emotional skills that are associated with success in life and school, while understanding emotions and perspectives of others, social problem-solving skills, and self-control.</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96569</td>
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<tr>
<td>248-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school will provide extra learning opportunities for students who lost academic success due to Covid.</td>
<td>$ 1,260</td>
<td>$ 1,260</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96523</td>
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<tr>
<td>248-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
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<tr>
<td>248-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
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<td>Corrected account number and object code per applicant direction.</td>
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<td>248-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$7,840</td>
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<td>248-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>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.</td>
<td>$17,000</td>
<td>$17,000</td>
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<td>248-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>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.</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$-</td>
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<td>248-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Proposal to use ESSER funds 2-3-21</td>
<td>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)</td>
<td>$4,600</td>
<td>$4,600</td>
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<td>248-1-010</td>
<td>Eligible</td>
<td>Direct Allocation Instruction Software</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<td>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.</td>
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<td>GMS and GHS Students 6-12th grade.</td>
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<td>248-1-011</td>
<td>Eligible</td>
<td>Direct Allocation Instruction Software</td>
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<td>248-1-012</td>
<td>Eligible</td>
<td>Direct Allocation Improvement of Instruction Services Professional-Education Services</td>
<td>$3,200</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<td>IXL Training-Core Content Teachers Teachers be trained on how to effectively use IXL &quot;to assess student progress and meet the needs of those students. Teachers will use this time to &quot;implement evidence based activities to meet the comprehensive needs of students.&quot; The fees would include onsite IXL training by the company.</td>
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<td>Item ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Professional Education Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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 student recover lost skills from the Covid 19 shut down.</td>
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<td>248-1-014</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>248-1-014</td>
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<tr>
<td>248-1-015</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
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<td>248-1-016</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>248-1-016</td>
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</table>
| 248-1-017 | 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 |
| 248-1-018 | Eligible | Direct Allocation | Instruction | General Supplies and Materials | 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 |
| 248-1-019 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | 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. | $3,300 | 3,300 | - | - | - | - | 96522 |
| Eligible | Direct Allocation | Support Services (Instructional Staff) | 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 |

Per applicant, reflects estimated hourly wages for one of 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.

| Eligible | Direct Allocation | Support Services (Instructional Staff) | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | 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. | $4,300 | $4,300 | - | - | - | $96530 |

Per applicant, reflects estimated hourly wages for one of 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 | Eligible | Direct Allocation | Support Services (Instructional Staff) | 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 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. | $2,300 | $2,300 | $- | $- | $- | 96530 |
| 248-1-023 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | 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 | Water fountain-bottle filling stations Sea.- $6,570 (D13) | $6,570 | $6,570 | $- | $- | $- | 96629 |
| 248-1-024 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | 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) | $89,606 | $89,606 | $- | $- | $- | 96629 |
| 248-1-025 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | 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) | $36,315 | $36,315 | $- | $- | $- | 96629 |
| 248-1-026 | Eligible | Direct Allocation | Food Service Operations | Miscellaneous Supplies | 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 |
| 248-1-027 | Eligible | Direct Allocation | Food Service Operations | Miscellaneous Supplies | 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. | $ 14,000 | $ 14,000 | $ - | $ - | $ - | 96710 |
| 248-1-028 | Eligible | Direct Allocation | Food Service Operations | Regular Non-Certified Salaries | 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. | $ 1,039 | $ 1,039 | $ - | $ - | $ - | 96700 |
| 248-1-029 | Eligible | Direct Allocation | Fiscal Services | General Supplies and Materials | 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 |

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 needs.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Improvemen of Instruction Services</th>
<th>Professional-Education Services</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>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 $35/hour and will attend a 6 hour training.</th>
<th>$ 6,750</th>
<th>$ 6,750</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>96521</th>
</tr>
</thead>
<tbody>
<tr>
<td>248-1-031</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Administrative Technology Services</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>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.</td>
<td>$ 3,280</td>
<td>$ 3,280</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96530</td>
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<td>Per applicant, reflects estimated hourly wages for one of 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.</td>
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<tr>
<td>248-1-032</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase personal protective equipment such as children’s face masks, hand sanitizer, disposable gloves, disposable wipes, probe thermometer covers and non-contact thermometer batteries.</td>
<td>$ 4,264</td>
<td>$ 4,264</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96560</td>
</tr>
<tr>
<td>248-1-033</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies and Materials</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>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.</td>
<td>$ 700</td>
<td>$ 700</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96547</td>
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<td>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.</td>
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<tr>
<td>Model</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Flooring equipment- $18,800 (D7, D13)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>96629</td>
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<tr>
<td>248-1-034</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Flooring equipment- $18,800 (D7, D13)</td>
<td>$18,800</td>
<td>$18,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>248-1-035</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Electrostatic sprayers 8ea.- $4,800 (D13)</td>
<td>$4,800</td>
<td>$4,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>248-1-036</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Washer and Dryer for daily mask sanitization</td>
<td>$1,684</td>
<td>$1,684</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>248-1-037</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction General Supplies and Materials</td>
<td>Equipment</td>
<td>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</td>
<td>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.</td>
<td>$2,100</td>
<td>$2,100</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>248-1-038</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction General Supplies and Materials</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$5,400</td>
<td>$5,400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</tr>
</tbody>
</table>

Per applicant, the equipment are floor cleaners custodial staff will utilize to clean/disinfect floors in accordance with COVID protocols.

Per applicant, the per unit cost is $600, with the total cost reflecting 8 units.

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. 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.
<table>
<thead>
<tr>
<th>Project Number</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Description</th>
<th>Total Cost</th>
<th>Current Year Cost</th>
<th>2021 Cost</th>
<th>2022 Cost</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>248-1-039</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$3,347</td>
<td>$3,347</td>
<td>-</td>
<td>-</td>
<td>96628</td>
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<td></td>
<td>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.</td>
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</tr>
<tr>
<td>248-1-040</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$525</td>
<td>$525</td>
<td>-</td>
<td>-</td>
<td>96628</td>
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<td></td>
<td>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.</td>
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</tr>
</tbody>
</table>

Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

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. 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.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Description</th>
<th>Budgeted Amount</th>
<th>Funded Amount</th>
<th>Budgeted Amount</th>
<th>Funded Amount</th>
<th>Budgeted Amount</th>
<th>Funded Amount</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>248-1-041</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$1,589</td>
<td>$1,589</td>
<td>$1,589</td>
<td>$1,589</td>
<td>$1,589</td>
<td>$1,589</td>
<td>96628</td>
</tr>
<tr>
<td>248-1-042</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$11,075</td>
<td>$11,075</td>
<td>$11,075</td>
<td>$11,075</td>
<td>$11,075</td>
<td>$11,075</td>
<td>96628</td>
</tr>
<tr>
<td>248-1-043</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$253</td>
<td>$253</td>
<td>$253</td>
<td>$253</td>
<td>$253</td>
<td>$253</td>
<td>96628</td>
</tr>
</tbody>
</table>

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. 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.
<table>
<thead>
<tr>
<th>District Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Equipment</th>
<th>Description</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>248-1-044</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
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<td>$ 5,935 $ 5,935 $ - $ - $ - 96628</td>
</tr>
<tr>
<td>248-1-045</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>(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.</td>
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<td>$ 3,560 $ 3,560 $ - $ - $ - 96628</td>
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<tr>
<td>248-1-046</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>AirPods Pro are needed to transmit high quality audio for educational interaction between remote students and their classroom instructors.</td>
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<td>$ 811 $ 811 $ - $ - $ - 96628 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.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Description</td>
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<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$ 6,073</td>
<td>$ 6,073</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>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. 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.</td>
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<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>248-1-048</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$96628</td>
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<tr>
<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
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<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>248-1-049</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>As part of our back to school plan, our cafeteria is being used for Choir when our auditorium is scheduled for other student activities. A new amplifier for our sound system is needed in our the cafeteria for student/teacher interactions and for the success of our choir course.</td>
<td>$ 1,252</td>
<td>$ 1,252</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$96628</td>
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<tr>
<td>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.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Description</td>
<td>Total Requests</td>
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<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The purchase of laptops are needed for remote learning and to replace damaged laptops. Laptops are required for applications used in Forensics, Debate, Multimedia, Yearbook, Journalism, and Construction classes.</td>
<td>$29,147</td>
<td>$29,147</td>
<td>$96628</td>
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<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$10,194</td>
<td>$10,194</td>
<td>$96628</td>
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<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$48,855</td>
<td>$48,855</td>
<td>$96628</td>
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</tbody>
</table>

Per applicant, the technology request will address credit recovery and learning loss related to COVID. 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.
<table>
<thead>
<tr>
<th>FY</th>
<th>Funding</th>
<th>NAEDS Code</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Equipment</th>
<th>Project Title</th>
<th>LEA</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Yes</td>
<td>248-1-053</td>
<td>Direct</td>
<td>Instruction</td>
<td>Eligible</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The purchase of iPad devices and cases needed to replace damaged iPad devices and cases for students and classroom instructors.</td>
<td>$98,685</td>
<td>$98,685</td>
<td>$- $- $-</td>
<td>96628</td>
</tr>
<tr>
<td>2021</td>
<td>Yes</td>
<td>248-1-054</td>
<td>Direct</td>
<td>General</td>
<td>Instruction</td>
<td>Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>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.</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$- $- $-</td>
<td>96540</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Musical Instruments' Supplies</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Limitation: Lack of music specific software to support ensemble students learning remotely Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.</td>
<td>Limitation: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.</td>
<td>Limitation: Lack of music specific software to support ensemble students learning remotely Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.</td>
<td>$</td>
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<td>$</td>
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</tr>
<tr>
<td>248-1-055</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Musical Instruments' Supplies</td>
<td>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.</td>
<td>$800</td>
<td>$800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96544</td>
<td></td>
</tr>
<tr>
<td>248-1-056</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>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.</td>
<td>$7,900</td>
<td>$7,900</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96567</td>
<td></td>
</tr>
<tr>
<td>248-1-057</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Musical Instruments' Supplies</td>
<td>MusicFirst Classroom -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.</td>
<td>$5,200</td>
<td>$5,200</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96544</td>
<td></td>
</tr>
</tbody>
</table>

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.
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 Address | 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 | +18337227237

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 shutdown school last year for an entire quarter. Although our students were learning remotely it was not the same as full in-person instruction. Testing and anecdotal observations demonstrated upon return that our students were behind academically. We have been in school all year this year trying to catch up. Adhering to all the safety protocols has placed a greater financial burden on the district. We hired two evening custodians to assist with disinfecting. The masks, shields, spacing, and air ventilation protocols have been burdensome and expensive.

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.

• 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, 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.
South Barber intends on doing a Summer School to catch kids up. We intend on providing social and emotional support for our students. We intend to continue additional disinfecting and cleaning. We intend to provide additional training for our teachers and staff for technology and safety protocols concerning COVID-19 in order to stay in school. We intend to address spacing issues in our school, all of which will be about $560 per student district wide.

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

Primarily we will determine the impact of the funding on students academic growth to get them caught up and staying in school.

**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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)


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:

- 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 of 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  |  Mylo Miller

Date  |  03/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<td>255-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school expenditures during the month of June 2021</td>
<td>$ 50,000.00</td>
<td>$ 50,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>255-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Providing training and professional development to our cleaning crew</td>
<td>$ 15,000.00</td>
<td>$ 15,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
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<td>255-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Providing training and professional development to our cleaning crew</td>
<td>$ 33,564.92</td>
<td>$ 33,564.92</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
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<tr>
<td>255-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Extending our mental health services to students and families beyond traditional contractual hours</td>
<td>$ 10,000.00</td>
<td>$ 10,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
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<tr>
<td>Priority</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Equipment</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Description</td>
<td>Funds Requested</td>
<td>Funds Provided</td>
<td>Additional Notes</td>
<td></td>
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<tr>
<td>255-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Equipment</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>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</td>
<td>Providing larger social distancing space in school cafeterias</td>
<td>$45,000.00</td>
<td>$45,000.00</td>
<td>83</td>
<td></td>
<td></td>
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</table>

Please provide more information on what equipment is being purchased. Applicant provided: cafeteria tables, food carts (construction - removed a wall to make the cafeteria bigger)
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** | Marmaton Valley USD 256

**Applicant / Mailing Address**

128 West Oak Street
Moran, Kansas 66755

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kim Ensminger

**Applicant / Email Address of Owner, CEO, or Executive Director** | ensminger@usd256.net

**Applicant / Phone Number** | 6202374250

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.)
| Mailing Address | Street Address  | 128 West Oak Street |
| Mailing Address | City           | Moran |
| Mailing Address | Zip Code       | 66755 |
| Authorized Representative of the District | Name          | Kim Ensminger |
| Authorized Representative of the District | Position or Title | Superintendent |
| Authorized Representative of the District | Email Address  | ensminger@usd256.net |
| Authorized Representative of the District | Phone Number   | +16202374250 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 | Email Address  | shenry@usd256.net |
| Other District Representative 2 | Email Address  | bcampbell@usd256.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.

COVID-19 has impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students suffered a greater COVID slide than anticipated. Our winter testing session showed we had made gains, but 42% of our student in the elementary and 44% of our students in grades 7-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 37% in our district. Quarantines have isolated students and cancellation of competitions have created one disappointment after another. It has had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 7-12. Normally, we deal with 2 to 3 students. This year we are dealing with 11 students. Our D and F list has grown larger than we have ever had. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year.

Staffing has been a problem all year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. COVID-19 has made people hesitate to work in schools.

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.


- 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, 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 breaking down the usage of our ESSER II allocations into three categories. First, we wish to hire two additional interventionists to address learning loss due to COVID-19 and one paraprofessional to assist the interventionists. One instructor will be assigned to our primary grade levels and one for our middle school. They will utilize information gained using various diagnostic tools to address a skill or standard where an individual demonstrates weakness. This will be a benefit to all students in these age categories because each individual will have weaknesses identified and a strategy developed to improve the weakness. The primary focus will be on math and ELA/reading.

Our second focus will be on SEL needs. COVID has limited our opportunities for students to connect with each other leaving them isolated, especially those who are remote learners. We wish to implement a stronger “family time” program in each of our buildings where students meet in their groups. Multiple teacher led interventions will take place during this time. To better address SEL needs within these groups, our district needs to invest in an SEL curriculum.

Our third focus will be on equipment. Our buildings are old. We do not have the ability to purify air in a majority of our rooms because we utilize a boiler system for heating and window units for cooling. We wish to address this by updating our HVAC system(s) and installing UV devices within the equipment to destroy allergens and viruses. Along this line we will need to install new windows for the rooms where we place the new HVAC systems because the window air conditioning units will be removed.

A final need will be the purchase of additional technology for our new employees and their classrooms.

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 will continue to monitor MAP scores throughout the 2021-2022 school year to determine the impact that interventionists hired with ESSER II funds has on student academic growth. We will also monitor other scores in the elementary such as Lexia, Star Math, Star Reading, and IXL diagnostics.

Socio-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We hope to drive the percentages downward using our “family time”, new SEL curriculum to tackle topics, and offering more social activities.

There is no guarantee that we will fill vacant support positions throughout the district. My hope is that more people will be willing to apply for para support positions so that we can better serve the students of Marmaton Valley.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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
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 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))


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) 
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) 
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:


- 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 of 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 | Kimberly A. Ensminger
Date | 03/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>256-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>One paraprofessional will be hired to address the learning loss caused due to COVID-19</td>
<td>$ 30,000.00</td>
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<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Two interventionists will be hired to address the learning loss caused due to COVID-19</td>
<td>$ 121,000.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Technology will need to be purchased for the new staff hired to address learning loss due to COVID-19</td>
<td>$ 6,100.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>10. Providing mental health services and supports</td>
<td>SEL curriculum is needed to better address student needs</td>
<td>$ 2,800.00</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>HVAC needs to be replaced so that there is a means to draw in fresh air and purify the air using UV equipment. Currently, we are unable to do this in 2/3 of our high school building.</td>
<td>$ 50,000.00</td>
<td>$ 50,000.00</td>
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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

Applicant / Entity Name
USD 257 IOLA

Applicant / Mailing Address
305 North Washington
Iola, KS 66749

Applicant / First and Last Name of Owner, CEO, or Executive Director
Stacey Fager

Applicant / Email Address of Owner, CEO, or Executive Director
stacey.fager@usd257.org

Applicant / Phone Number
620-365-4700

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)
48-0699446

Applicant / Website Address (if applicable)
www.usd257.org

Applicant / Mission Statement (if applicable)
We educate ALL students for college and/or career readiness.
We believe the impact of COVID-19 has been equal among all our students. We see the highest impact being social emotional needs specifically in our 6th-12th grade students. We are seeing this negative impact mostly in apathetic students whether they are learning from home or in the classroom. We feel it has taken 3/4ths of the year to get students to get back into the groove of learning and actively participating. We have seen less of this change from our elementary students. However, we
have seen an increase in social emotional needs from all grade levels in the aspect of worrying about their families. Students can feel the fear of parents losing their jobs and/or family members possibly falling ill from COVID, or worry that they themselves will become sick or take germs home.

We did have some learning loss from losing 4th quarter instruction and not having summer school in 2020. On average, 20% of each grade level scored lower in the fall of 2020 than they had previously in the fall of 2019 on our district screener.

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.

- 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.
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- 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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- 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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- 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.

Our ESSER II funds directly impact the needs of COVID-19 for our students. We are allocating ESSER II funds to updating technology for our classrooms. Providing one-to-one Chromebooks at all grade levels will lessen the spread by not having students share devices between classrooms. We are also purchasing Chromebook tubs that we can place three small tubs in a room providing the chance to social distance when students go to the Chromebook carts to retrieve their computers. By providing Chromebooks we are increasing educational opportunities for all students.

Purchasing a new math series will directly impact our math instruction. We are currently around 40% of students on level from our math screening. We are purchasing Reveal math for our K-5th grade students, which will help with our core instruction as well as differentiation for our tier 2 and tier 3 students. We have purchased teaching materials and manipulative kits for our classroom teachers, Special Education teachers, and Title teachers.

ESSER II Funds will purchase half of the cost of a new HVAC system for our middle school. The heating and cooling in our middle school intermittently works which causes unequal air flow. We have numerous rooms that run hot or cold and many rooms without windows. A quality HVAC system will provide industry standard air filtration and circulation within the building. This will not only help lessen the spread of airborne germs, but will also help our students be less fearful, knowing the air is flowing, filtered, and purified. Students will also be able to focus more and learn better with steady room temperatures and quiet air vents.

ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

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 technology will be determined by teacher feedback and student participation. Having devices in each classroom will help teachers be able to plan lessons around what is best for students and not a schedule as to when they get the Chromebook cart.

The Reveal Math series focusing on tier 2 and tier 3 students should have a direct impact on our Fastbridge screening scores and show that students are learning and retaining the knowledge.

With the HVAC, we will determine the impact from teacher, student, and administration feedback. Currently they share that the cooling/heating temperature varies greatly between classrooms and is very distracting towards student learning and participation. The teachers/administration should be able to provide feedback that this update has helped calm students and staff nerves and provides a higher quality educational environment for learning.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))


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)

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)

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)

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:

- 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 of 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 | Stacey Fager
Date | 04/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<td>Direct Allocation</td>
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<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Dues and Fees</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
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<td>257-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>STUDENT COMPUTERS/LICENSES TO PROVIDE EVERY STUDENT WITH THEIR OWN DEVICE FOR LEARNING, CHARGING STATIONS/CASES TO AVOID CHROMEBOOKS BEING IN A CENTRALLY LOCATED AREA to space students out and allow social distancing.</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>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 CURRICULUM TO PROVIDE FOR OUR SPED AND TITLE CLASSROOMS INCLUDING MANIPULATIVE KITS. This will address unique needs of SPED and Title students that have identified learning gaps due to covid.</td>
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<td>257-1-006</td>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation) Repairs and Maintenance Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities HVAC UPGRADE AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION to lessen the risk of Covid transmission.</td>
<td>$ 900,000.00</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services (General Administration) PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease ENVIRONMENTAL COMPLIANCE/CUSTODIAL SUPPORT to improve sanitation and minimize spread of Covid.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Services</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>ADMINISTRATIVE SERVICES to provide PD to administrators regarding leading during the pandemic to address learning loss, mental health needs due to Covid.</td>
<td>$1,350.00</td>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Services</td>
<td>LEA Payments to COOP's/Interlocals</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>PARENTS AS TEACHERS to provide Birth-3 services to address learning loss and anticipated increase in PAT numbers due to Covid</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>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</td>
<td>EDTECH ACADEMY SERVICES to identify and assist students with gaps in learning due to covid.</td>
<td>$600.00</td>
<td>$600.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99875</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
 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).pdf) (114 KiB download)

**Applicant / Board Member List (if applicable)**

[PDF](Board Members - Valley Ce.. (517 KiB download)

**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

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**Application details**

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Valley Center Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>262</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>143 South Meridian</td>
</tr>
<tr>
<td>City</td>
<td>Valley Center</td>
</tr>
<tr>
<td>Zip Code</td>
<td>67147</td>
</tr>
<tr>
<td>Name</td>
<td>Cory Gibson</td>
</tr>
<tr>
<td>Position or Title</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:cory.gibson@usd262.net">cory.gibson@usd262.net</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>+13167557000</td>
</tr>
</tbody>
</table>

Would you like to additional district representatives to the application? | Yes
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 Covid-19 pandemic and subsequent school closures contributed to learning loss for students in USD 262. To begin, enrollment was down 1.8% and our Kindergarten classes were 25% down from projected. These fragile learners did not have the opportunity to begin a formal education and thus are already negatively impacted.

Achievement scores in grades PreK-5 show the greatest decline in grades Pre-K, K, and 1st grades. In grades K and 1 we saw a drop in meeting grade-level benchmarks by nearly 15% over previous years. In grades 3 through 8, the drop was closer to 8%. Additionally, while many students were at benchmark it was not at the higher levels as it had been previously. Special education student scores seem to mirror the loss of their peers.

Course failure rates at the secondary level were nearly double those than previous years despite targeted efforts from teachers and students. At one point the failure rate was 3 times normal. An additional concern is the number of students who failed multiple courses and are further at risk from graduating from high school.

Mental health concerns are also on the rise. We have doubled our mental health capacity with Licensed Clinical Social Workers and their caseloads are full. We have added an additional counselor at the intermediate school and she is full as well. Our SEL data is showing internalizing behavior concerns at intermediate and middle school levels. On our most recent Gallup data, our students are scoring as less engaged and hopeful.

Does the district have remaining ESSER I funding that it has not yet spent as of 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.

- 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, 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 suplemental 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 of March 31st, 2021, the district had used all remaining ESSER I funds. To continue supporting students and maintaining continuity of services through the remainder of the school year. Funds will be used to support continuity of services such as highly skilled permanent substitute teachers to cover when teachers are ill or quarantined; additional support for COVID 19 testing and support of our students' physical health; continuing to support of an on grounds health clinic which opened in February. The district plans to offer robust Pre-k through credit recovery summer programs to assist at-risk students or students who have experienced learning loss. Additional supports, including a social worker, ESOL paraeducator, learning support coordinator / instructional coach, elementary technology support, different methods to measure student learning and social-emotional support needs, are all planned beginning in 2021-2022. Additional expenses include opportunities for teachers to collaborate and grow professionally to assist the best students who may need additional supports.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
1.) Formative and Summative Local and State Assessments
2.) Attendance rates
3.) 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(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)


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)


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:
• 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 of 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 | Cory L. Gibson
Date | 03/31/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Budgeted Expenditures ($000)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitutes’ Salaries for Certified Staff</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>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</td>
<td>$265,200.00</td>
<td>$55,200.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Part-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation</td>
<td>$101,950.00</td>
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<td>Supplies-Technology Related</td>
<td>5. Procedures and systems to improve LEA Preparedness and response efforts</td>
<td>Implementing FastBridge Assessments to Identify Student Support Needs</td>
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<td>Attendance and Social Work Services</td>
<td>Regular Non-Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Adding an additional social worker to support mental health needs</td>
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<td>Instruction Services</td>
<td>Regular Certified Salaries</td>
<td>Regular Non-Certified Salaries</td>
<td>Description</td>
<td>Amount</td>
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<td>262-1-005</td>
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<td>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</td>
<td>$37,600.00</td>
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<td>262-1-006</td>
<td>Eligible</td>
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<td>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</td>
<td>$89,000.00</td>
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<tr>
<td>262-1-007</td>
<td>Eligible</td>
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<td>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</td>
<td>$45,000.00</td>
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<td>ID</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>General Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Zoom Licenses for remote learning, collaboration with stakeholders, and staff meetings</td>
<td>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.</td>
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<td>262-1-008</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>General Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Zoom Licenses for remote learning, collaboration with stakeholders, and staff meetings</td>
<td>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.</td>
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<td>262-1-009</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Hiring an additional nurse to help support COVID testing and increasing medical needs of students.</td>
<td>$94,300.00 - $46,000.00 $48,300.00</td>
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<td>262-1-010</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers</td>
<td>$172,000.00 - $86,000.00 $86,000.00</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Part-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Before &amp; After school programs to support students who have experienced learning loss</td>
<td>$18,560.00 - $9,280.00 $9,280.00</td>
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<td>262-1-012</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE for nurses, hand sanitizer, BioHazard Kits</td>
<td>$3,000.00 - $1,500.00 $1,500.00</td>
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<td>Health Services</td>
<td>General Supplies and Materials</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Covid Testing (pay for testing kits, extended hours for nursing staff)</td>
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<td>Eligible Direct Allocation Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Continuation of Permanent Substitute Teaching Positions (FICA/FICM) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service</td>
<td>$19,800.00</td>
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<td>Eligible Direct Allocation Instruction</td>
<td>Other Employee Benefits</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Continuation of Permanent Substitute Teaching Positions (Other benefits) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service</td>
<td>$2,000.00</td>
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<td>Eligible Direct Allocation Instruction</td>
<td>Health and Accident Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>Eligible Direct Allocation Instruction</td>
<td>Attendance and Social Work Services</td>
<td>Health and Accident Insurance</td>
<td>10. Providing mental health services and supports</td>
<td>Adding an additional social worker to support mental health needs</td>
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<td>Eligible Direct Allocation Instruction</td>
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<td>Eligible Direct Allocation Instruction</td>
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<td>10. Providing mental health services and supports</td>
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<td>Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation</td>
<td>Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health and Accident Insurance</td>
<td>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</td>
<td>Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss</td>
<td>$11,000.00</td>
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<td>$5,500.00</td>
<td>$5,500.00</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>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</td>
<td>Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss</td>
<td>$2,700.00</td>
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<td>$1,300.00</td>
<td>$1,400.00</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Employee Benefits</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss</td>
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<td>Direct Allocation</td>
<td>Central Services Health and Accident Insurance</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person</td>
<td>$ 11,000.00</td>
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<td>Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person</td>
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<td>Other Employee Benefits</td>
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<td>Support Services (Instructional Staff)</td>
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<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students</td>
<td>$ 3,550.00</td>
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<td>[Instructional Staff] Professional Development Support - Reviewing students’ individual needs, collaborative planning, and teacher training to better support students</td>
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<td>Health Services Health and Accident Insurance Procedures and systems to improve LEA preparedness and response efforts Hiring an additional nurse to help support COVID testing and increasing medical needs of students.</td>
<td>$11,000.00</td>
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<td>Health Services Other Employee Benefits Procedures and systems to improve LEA preparedness and response efforts Hiring an additional nurse to help support COVID testing and increasing medical needs of students.</td>
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<td>$11,000.00</td>
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<td>Improvement of Instruction Services Social Security Contributions 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</td>
<td>$12,800.00</td>
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<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Before &amp; After school programs to support students who have experienced learning loss</td>
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<td>Covid Testing (pay for testing kits, extended hours for nursing staff)</td>
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<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>School Based Health Clinic</td>
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Kansas CommonApp (2020)
1023-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

USD 285 Cedar Vale ESSER II 0324

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 285, Cedar Vale School

Applicant / Mailing Address:
508 Dora Street
PO Box 458

Applicant / First and Last Name of Owner, CEO, or Executive Director: Josie Jarboe

Applicant / Email Address of Owner, CEO, or Executive Director: jarboej@cvs285.org

Applicant / Phone Number: 6207582265

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: Cedar Vale School

District Number: 285
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 has compared our 2019- and 2020-STAR data scores to identify possible learning losses in reading and math. Elementary math scores showed a decline by 18%, middle school students declined by 13%, and the high school students remained the same. Local data results for reading showed a 3% decrease in reading at the elementary level, 45% decrease at the middle school level, and the high school remained the same.

Social emotional growth that was made during the first year of our redesign was lost as we experienced an uptick in conflict behaviors. CHAMP procedures and developing cross grade level family units were effective tools in developing social norms that were acceptable and supported. Taking this structure away during COVID resulted in students not having a consistent behavior model in place thus increasing our conflict behaviors.

Comparing the 2020 and the 2021 Kansas Communities That Care Survey (Social Emotional Learning Report) data it showed a 16% increase in apathy towards their commitment to their academics. At the conclusion of the 2019 Fall semester, we had 0% failing and at the conclusion of the 2020 Fall semester we had 10% class failure rate. Twenty-five percent more students in MS/HS failed one or more classes in comparison of the two years.

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.

The remaining amount of funds will be utilized during the months of June and July to address the losses noted earlier in student data report. Students will attend summer school once a week for five hours a day. A light breakfast and lunch will be provided while students become an explorer and discover rockets, robotics, and space. There will be culminating field trips to the Hutchinson Cosmosphere and Exploration Park in Wichita. I am anticipating the remaining funds would be consumed during summer school learning academy. We expect some of these expenses will carry over from ESSER I to ESSER II.

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

- 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, 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 funds will be utilized to address learning losses, social-emotional support, and continued PPE needs. Funds will be utilized to hire additional support staff in areas of academic assistance, food service delivery, and sanitizing of high traffic areas. Professional development will target enhancing skills within our staff to adjust curriculum to meet the needs of learning loss. Data from our Kansas Communities that Care Survey indicate a strong need for support in depression areas. Contracting additional hours with a certified counselor, enhancing our crisis plan with Greenbush, purchasing The Core/Second Steps program, and bringing in special presenters to address social emotional needs. Using our CTC survey data will drive the direction we go with social emotional needs. We anticipate the safety measures that have been put in place during our reopening plan will continue to be in place. The additional costs associated with increased service time for lunches (personnel), sanitizing after each lunch period, supplies/additional hours), and personal hygiene expenses will continue.

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 utilize local assessment data to determine the impact of ESSER II money. STAR testing results indicate areas of additional need for academic support and will be compared for the last three years. State Assessment data will be used to compare to prior years assessments. We will continue to look at KCTC Survey results and identify if an impact has been made. Diagnostic testing results in curriculum, social/emotional programs will be utilized.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

ESSERII-ApplicationTemplate (158 KiB download)

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 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))
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)
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)

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)

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:

• 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 of 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 (CRRSA), 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 L Rhodd
Date                 | 04/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Provide personal protection to individuals such as masks, sanitizers and sterile premises.</td>
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<td>Instruction</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Teaching and academic supplies for after school and summer school programs</td>
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<td>OPERATI O N OF NON-INSTRUCTI ON SERVICES</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Additional kitchen staff for serving, preparing and sanitizing during additional lunch periods to provide for social distancing.</td>
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<td>Food Preparation and Dispensing Services</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social Security for additional kitchen staff</td>
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<td>PURCHASED PROPERTY SERVICES</td>
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<td>Programs to help meet student needs emotionally, socially and academically.</td>
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<td>Miscellaneous Expenditures</td>
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<td>Instruction</td>
<td>Other Miscellaneous Expenditures</td>
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<td>Supplies- Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. Technology supplies related to student instruction, hardware and software and technology accessories</td>
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<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>11A. Planning and implementing student learning or enrichment programs. Programs to meet student emotion, social and academic needs. Including but not limited to Seeaw, Prof. Dev. for teachers, Crisis Interventions.</td>
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<td>Direct Allocation</td>
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<td>Personal Services - Salaries</td>
<td>10. Providing mental health services and supports. Additional counselor addition made available to students for social/emotional support.</td>
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<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations. Para professionals add additional individual academic support to students.</td>
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<td>Social Security Contributions</td>
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<td>Unemployment benefit for student support staff</td>
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</table>
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 |
The impacts of COVID-19 have been significant and are ongoing. Quinter Public Schools has 326 students PreK- through 12th grade and all have been negatively impacted in some way. Assessment data indicates that the Kindergarten through 3rd grade population have seen regressions in both Reading and Math scores overall. The 5th and 6th grade classrooms have witnessed a significant regression in social emotional maturity. Office referral data indicates that students are experiencing a significant increase in peer conflict and do not possess the skills necessary to resolve conflicts, initiate tasks, work independently, or problem solve. While the academic impact on the junior high and high school students has been slight, observational data indicates that 7 to 12 grade students have experienced increased instances of anxiety, hopelessness, and initiation. The junior high and high school students have stated that they are simply waiting for it all to be taken away again and that has taken a significant emotional toll. The district began the year with believing that consistent in person instruction was vital to assisting students in overcoming these negative impacts. In order to accomplish this, the district has been forced to utilize and engage a high number of substitutes due to the high number of COVID-19 positive cases combined with required quarantines amongst staff. The cost of these substitutes has been significant due to the sheer number and the requirements of the Families First Coronavirus Act.

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.


- 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, 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.

Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU and to purchase Chromebooks for students to access online programs addressing 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?

These ESSER II funds will have allowed the district to provide both in person instruction to all PreK through 12th grade students while at the same time provide remote learning opportunities to students at home under quarantine. The ability to provide continuous in person learning opportunities to students has provided the school district with the mechanism to make significant progress in the remediation of the deficits identified earlier. Students are beginning to catch up. Due to the commitment to in person instruction, the district has been able to assess the students regularly throughout the year utilizing Fastbridge for Reading and Math, Sabaers socially emotionally and now state assessments. All students will be assessed again in May utilizing Fastbridge and Sabaers. The in person instruction has also allowed for ongoing assessment using office referral, attendance and daily observational data.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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:
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 (42 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- 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))


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)


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)
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:

- 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 of 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 │ Kurt D. Brown

Date │ 03/26/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Regular Certified Salaries</td>
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<td>Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Substitute non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>Support Services (General Administration)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
<td>$2,000.00</td>
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<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>$9,000.00</td>
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<td>293-1-008</td>
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<td>Direct Allocation</td>
<td>Instruction PROPERTY</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase Chromebooks for students to access online programs addressing learning loss.</td>
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<td>$-</td>
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Per call with Superintendent and Board Clerl, these chromebooks would mitigate sharing with other students in case they were to go back to remote learning (04/22/2021). 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.
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 309 Nickerson South Hutchinson

Applicant / Mailing Address

| 4501 West 4th

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Penny Stoss

Applicant / Email Address of Owner, CEO, or Executive Director  |  pstoss@usd309ks.org

Applicant / Phone Number  |  6206637141

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)  |  07069536

Applicant / Website Address (if applicable)  |  www.usd309ks.org

Applicant / Mission Statement (if applicable)
USD 309 educates, inspires, and challenges every individual, every day, to achieve intellectual and personal excellence.

**Applicant / Board Member List (if applicable)**

| Fiscal Agent / Name (if applicable) | Kristi Rohling |
| Fiscal Agent / Email (if applicable) | krohling@usd309ks.org |

**Application details**

| Full District Name | Nickerson South Hutchinson |
| District Number | 309 |
| Mailing Address | 4501 West 4th |
| Mailing Address | Hutchinson |
| Mailing Address | 67501 |
| Authorized Representative of the District | Penny K. Stoss |
| Authorized Representative of the District | Assistant Superintendent |
| Authorized Representative of the District | pstoss@usd309ks.org |
| Authorized Representative of the District | +16206637141 |
| Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 | krohling@usd309ks.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 309 has experienced an impact to learning and social emotional strains due to the COVID-19 since March of 2020. 1,199 students have been affected in various ways due to the pandemic. Up to 124 students have chosen not to return to school and remain in a remote learning environment. Extra measures have been taken to ensure a quality education for these students. According to the Kansas Communities That Care Survey USD 309 has seen a 7% increase in "low commitment to
USD 309 was experiencing an increase in math proficiency until students went remote and hybrid. iReady diagnostics winter of 2020 (prior to covid) listed 14% in the “at risk” range and when students returned in the fall, we had a jump of 46% in the “at risk” range. This is more than the typical ‘summer slide’ that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn’t available however, the fall data shows that 39% of the USD 309 students fall in the “at risk” range. USD 309 did note an increase in the growth once the students were back to onsite learning.

In addition to learning loss USD 309 has experienced an increase in custodial and maintenance costs since returning to onsite learning. Additional measures have been taken to ensure the safety of staff and students. These costs come in the area of supplies and additional cleaning.

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.

USD 309 will use the remaining ESSER funds to complete the salary and benefit costs for 1.5 remote teachers for the months of April, May, and June. Remaining additional custodial costs for salary and benefits for the months of April, May, and June will also be applied to ESSER I. Full time onsite substitute salaries and benefits to cover absences due to COVID 19 will be remaining for April and May.

USD 309 hired a health aide to assist with the extra documentation and school support this school year. This salary is also remaining to be paid out in the months of April and May.

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

- 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, 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 309 will continue to implement health safety measures in all buildings per the CDC and Reno County Health Departments recommendations. Health safety measure may include the continued use of additional cleaning supplies and staff. Materials such as disinfectants, social distancing barriers, spaces, additional staff and masks.

USD 309 will put in strategies to close the gap in learning that occurred for students during quarantining, bouts of remote learning and access to learning materials (technology or resources). These strategies include a summer school and tutoring for grades 1 – 12. The purpose of summer school will concentrate on lost reading and mathematics gains for the lower grade levels and credit recovery and tutoring for the high school students. A summer partnership with our mental health provider will continue through the summer months.

USD 309 will continue with MTSS strategies but will expand the learning by adding staff to bring down the numbers to meet the identified needs of each student in reading, math and social emotional learning. USD 309 has a history of keeping class sizes smaller at grades K–3 to ensure strong individualized instruction. USD 309 will expand the philosophy to grade 4. One teacher and classroom space will be temporarily added to regain control of learning loss.

USD 309 learned to restructure teaching and learning during the pandemic. One of the things learned was that having technology alone will not assist with student learning if there are not online or blended programs to allow students to continue learning away from school. A continued concentration for blended and virtual learning resources will assist students with credit recovery and learning beyond the classroom walls. Virtual courses and credit recovery will be offered at the high school which will need additional staff hours to manage the new workload associated with courses.
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 309 has several data points already in place to measure student success and will continue to use these assessments while implementing additional data collection points at the conclusion of summer school and tutoring. Data used will include Fastbridge and iReady to progress monitor both reading and mathematics skills. Other data reviewed will be the number of students passing credit recovery course work and number of students removed from the “at risk” category in reading, math, and social emotional skills. Mental Health and office referrals will be reviewed at regularly scheduled monthly meetings. Other data to note health safety success will be the number of student and staff absences due to illness and quarantines related to COVID-19.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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.
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)

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)

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)

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.
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:

- 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 of 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 | Penny K. Stoss

Date | 04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.</td>
<td>$ 315,000</td>
<td>$ 75,000</td>
<td>$ 120,000</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.</td>
<td>$ 600</td>
<td>$ 200</td>
<td>$ 200</td>
<td>$ 200</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.</td>
<td>$ 3,600</td>
<td>$ 1,200</td>
<td>$ 1,200</td>
<td>$ 1,200</td>
<td>$</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.</td>
<td>$ 300</td>
<td>$ 100</td>
<td>$ 100</td>
<td>$ 100</td>
<td>$</td>
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<td>309-1-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The additional course of prealgebra will be added at the high school for students coming in from the middle school not academically ready for an algebra class. To teach and/or reteach foundational reading skills that were missed in the lower grades upper grade teachers will be trained and implement the Reading Horizons program.</td>
<td>$ 120,000</td>
<td>$ 40,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>New Building Acquisition and Construction</td>
<td>Other Construction Services</td>
<td>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</td>
<td>USD 309 will put in a temporary classroom structure to decrease classroom size at grade 4. This will ensure small group numbers for MTSS reading, math and social emotional instruction in addition allowing continued social distancing</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$-</td>
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<td>95-4500-459</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Summer school staff will receive 1 full day of professional development to learn skills needed to implement science of reading skills as the relate to summer school curriculum. USD 309 teachers will receive additional training in the science of learning and math teaching strategies. 1st year teachers not receiving a face-to-face student teaching experience will receive additional support through a mentoring program.</td>
<td>$8,500</td>
<td>$500</td>
<td>$4,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Building Full-Time Non-Certified Salaries</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-19</td>
<td>$3,600</td>
<td>$1,200</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-20</td>
<td>$ 30</td>
<td>$ 10</td>
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<td>309-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-21</td>
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<td>309-1-011</td>
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<td>Direct Allocation</td>
<td>Health Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-22</td>
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<td>Health Services</td>
<td>Other Employee Benefits</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-23</td>
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<td>309-1-013</td>
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<td>Health Services</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-24</td>
<td>$ 2,000</td>
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<td>309-1-014</td>
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<td>Direct Allocation</td>
<td>Health Services</td>
<td>Health and Accident Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-25</td>
<td>$1,300</td>
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<td>309-1-015</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies – Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>USD 309 will continue current online platforms purchased for online learning student support along with adding additional software programs to assist with parent communication such as SeeSaw. Software will be purchased to improve gaps that occurred due to no online presence such as Foreign Language online resources. Class credit recovery seats will be purchased from Acellus. Due to the increased online presence of our students USD 309 will purchase student protection platform such as Gaggle and training for students and parents on the proper use of online programs.</td>
<td>$98,675</td>
<td>$98,675</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>95-1000-650</td>
<td>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.</td>
<td></td>
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### 309-1-016

| Eligible Direct Allocation | Support Services (Instructional Staff) | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | USD 309 will continue current online platforms purchased for online learning student support along with adding additional software programs to assist with parent communication such as SeeSaw. Software will be purchased to improve gaps that occurred due to no online presence such as Foreign Language online resources. Class credit recovery seats will be purchased from Acellus. Due to the increased online presence of our students USD 309 will purchase student protection platform such as Gaggle and training for students and parents on the proper use of online programs. | $15,000 | $5,000 | $5,000 | $5,000 | $- |

*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.*

### 309-1-017

| Eligible Direct Allocation | School Library Services | Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | The community elementary libraries will remain open to PreK – 6 students during the summer school for check out. | $9,000 | $3,000 | $3,000 | $3,000 | $- |

### 309-1-018

| Eligible Direct Allocation | School Library Services | Miscellaneous Supplies | 11A. Planning and implementing summer learning or enrichment programs | The community elementary libraries will remain open to PreK – 6 students during the summer school for check out. | $900 | $300 | $300 | $300 | $- |
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 Address | 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 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 have 134 students and have been able to social distance better than most. We do have an original boiler system from 1954 when the school was built and would like to update the HVAC system to provide better air flow and circulation as we use window air conditioners to cool the building along with the boiler system to heat the building.

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.

- 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, 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 have learned that the virus can hang in the air and spread later when there is not proper air flow and circulation so our plan is to use our ESSER II funds along with our own district funds to upgrade the HVAC system to improve the indoor air quality.

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 would hope with improved air quality that our illnesses will decrease not only COVID related illnesses but any illness that can spread through the air.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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](326LoganESSERII-ApplicationTemplate.xlsx) 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 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))


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

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4 of 7
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)
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)
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:

- 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.
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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 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.
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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 of 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  |  Michael E Gower
Date                  |  03/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>326-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Heating and Cooling System</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>$70,000.00</td>
<td>$ -</td>
<td>$ 70,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>39-2670-618</td>
<td>REVISED Provide information regarding expenditure. Per applicant email: Upgrading HVAC system with UV capabilities. Changed total from $90,813.49 to $70,000</td>
</tr>
<tr>
<td>326-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations Add half-time certified position to address learning loss by working in small groups with students that showed learning loss this school year.</td>
<td>$20,813.00</td>
<td>$ -</td>
<td>$ 20,813.00</td>
<td>$ -</td>
<td>$ -</td>
<td>39-2670-110</td>
<td>REVISED Per applicant email: added a half-time certified employee to address student learning loss.</td>
</tr>
</tbody>
</table>
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  |  Prairie View USD 362

Applicant / Mailing Address

13799 KS Hwy 152
La Cygne, KS 66040

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Rex Bollinger

Applicant / Email Address of Owner, CEO, or Executive Director  |  rexb@pv362.org

Applicant / Phone Number  |  9137572677

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  |  Prairie View

District Number  |  362
Mailing Address | Street Address | 13799 KS Hwy 152
Mailing Address | City | La Cygne
Mailing Address | Zip Code | 66040
Authorized Representative of the District | Name | Rex Bollinger
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | rexb@pv362.org
Authorized Representative of the District | Phone Number | +19137572677

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.

Our data indicates that in both reading and mathematics the number of students that need support due to learning loss has increased in the last two school years because of the pandemic. This pattern is also found in those students that have disabilities, those that are at-risk due to poverty and those that are qualify as at-risk by other means. This learning loss has affected approximately two-thirds of our 856 students and the use of ESSER funds will allow us to fund additional teachers, summer school, and after school programs to meet the needs of these affected students.

Does the district have remaining ESSER II 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.

- 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.
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• 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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• 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 will utilize the funds to provide summer school instruction to students that have been identified as exhibiting learning loss. Summer school will be at all levels elementary, middle, and high school. Previously we have only had a credit recovery portion for the high school as a summer school. We will also provide an after school program for students that meet the criteria of having learning loss due to the pandemic. In addition, during the school year we have hired an elementary mathematics specialist, 6-12 reading specialist, and are hiring an additional English Language Arts teacher at the middle school to address learning loss of students due to the pandemic. ESSER funds will also be utilized to provide materials to sanitize and clean the buildings to minimize the possibility of spreading the COVID19 virus. Additional funds will be utilized to address the mental wellness of staff due to the stress of the pandemic.
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 will conduct baseline testing or utilize prior testing to determine a baseline. Students will be tested on a quarterly or semester basis to determine progress and the effect that of the measures put into place.

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

at 60 FR 41295, Aug. 11, 1995]

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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)


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§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:


- 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.
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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 | Rex E. Bollinger
Date | 04/15/2021

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<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
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<td>Personal Services - Salaries</td>
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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 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
USD 377 has experience some gains and some losses in learning from the COVID-19 pandemic. Our biggest concern comes with those students who chose a remote or virtual learning option over the traditional format that we offered consistently all year. We also have found that the learning loss was greater with our Special Education and most at-risk populations. A survey of parents at the close of the 2019-2020 school year, showed that students in grade 4th-9th grade struggled with Math during continuous learning as well as almost all struggled with focus and engagement with our continuous learning plan. We have not identified any specific groups that overall regressed more than any other. Students in all demographic categories maintained, gained as well as losted learning due to the closure. Social / Emotional concerns have also not been tied to any specific demographic category. Students who we identified previously with concerns continued to be monitored by our counselors during the closure which provided them necessary support.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- 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, 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.
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- 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.

Academic Interventionists-- Provide 2 full time academic interventionist to work with students suffering from learning loss due to COVID 19. One position will serve grades 4th - 9th grade students in the area of Math. The Second position will serve grades 7-12 primarily in the area of reading but also other areas as needed. USD 377 already employs a reading interventionist for grades pK-6.

--- These positions were implemented for the 2020-2021 school year and need to be continued to make further gains in learning loss. Some of the ESSER II funds will be used to cover the expense of these positions after the ESSER 1 funds ran out.

COVID Aides-- Employ aides to work with students struggling from learning loss as well as assist with health protocols implemented to reopen facilities.

Summer School -- USD 377 will use the ESSER II funds to provide a summer school for academic recovery and enrichment for student in grades K-8. This will include 16, 4 hour sessions focus on skills that each student is deficient. We will be working with TASN to analyze spring data to develop a range of groupings and interventions to get as much recovery and enrichment as time allows. Students will be transported from pick up / drop off locations around our 350 square mile district.

Purchase technology and software to conduct remote learning as well as assist students struggling with learning loss.

Purchase supplies to effectively clean and sanitize facilities to prevent the spread of COVID 19.

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 continually monitor assessment scores and use that data to identify students that are in need of interventions. These funds will provide the staff that will work directly with the identified students to help them overcome their learning losses. The district will also continue to monitor the social emotional well being and provide resources as necessary. We will utilize the SAEBRs screener to identify these students.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))
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)
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)

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

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**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. Andrew K Gaddis

Date | 04/22/2021

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<td>Teachers to provide instruction for student enrichment and address learning los.</td>
<td>$16,000.00</td>
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<td>$16,000.00</td>
<td>$-</td>
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<td>377-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Academic Aides to work with students on learning loss and implement health protocols</td>
<td>$27,000.00</td>
<td>$7,000.00</td>
<td>$20,000.00</td>
<td>$-</td>
<td>$-</td>
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<td>Operation and Maintenance of Plant Services (Transportation)</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide transportation for students attending summer school</td>
<td>$400.00</td>
<td>$-</td>
<td>$400.00</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Comprehensive assessment software to better determine skills that student have missed due to COVID</td>
<td>$7,180.00</td>
<td>$7,180.00</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies and materials to provide summer learning opportunities that will assist in overcoming learning loss.</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$-</td>
<td>$-</td>
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<td>Instruction</td>
<td>PROPERTY</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchasing of technology equipment to conduct remote learning effectively.</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$-</td>
<td>$-</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Purchasing / implementention of items necessary to effectively open and remain safe during the COVID 19 pandemic.</td>
<td>$5,580.00</td>
<td>$5,580.00</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>29</td>
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</table>

District provided information that this is to address expenses for remote learning during the current school year. 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.
| Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | SUPPLIES AND MATERIALS | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchase cleaning and sanitation supplies to thoroughly clean our buildings daily | $5,039.00 | $5,039.00 | $ - | $ - | $ - | 29 |


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
Full District Name | Rose Hill Unified School District No 394
District Number | 394
Mailing Address | 104 N Rose Hill Rd
Mailing Address | Rose Hill
Mailing Address | 67133
Authorized Representative of the District | Sabrina Dunkin
Authorized Representative of the District | Director of Finance
Authorized Representative of the District | purchasing@usd394.com
Authorized Representative of the District | +13167763300
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.

The district has reported student enrollment increases over the past few years. This year the district has seen parents choose not to bring their children to school or found alternative educational options to the onsite offerings due to the COVID-19 concerns. This has lead to a 5.37% student enrollment decrease across the district. We also know that 10% of our students have chosen to be in a remote learning status at least once during the school year. This does include our health fragile students and families. A GPA decrease of .5 or greater was seen by 36.36% of our remote students at the secondary level. Our elementary school transition reports are showing decreased performance levels in our grade levels’ benchmark testing and in progress monitoring. The district surveys and feedback indicate teachers, students, and parents have an increased level of concern of becoming ill with the virus and frustration from the interruptions caused by students and teachers being removed from school because of the virus. Teachers report high levels of anxiety from the increased workload to teach in a COVID environment. A tremendous amount of time, effort, and money has been spent to put safety protocol in place to allow our staff and students to remain in school.

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.


- 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, 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 will be using our funds to hire additional personnel and purchase a diagnostic screener to support our staff in identifying students' social-emotional needs and learning loss due to the pandemic. We also plan to use funds to purchase intervention programs and training for the teachers and support staff to utilize in an effort to manage the learning needs of the students most impacted by the pandemic.

An Elementary Social-Emotional Coordinator will provide support to students and teachers through pullout programs and classroom guidance, in addition to the support and programs currently being provided by the counselor. A Recovery Room will be established for students having social-emotional skill deficits based on the diagnostic screener and teacher reports. This space will provide students with a safe place to deescalate and learn and practice skills they need to be successful in school.

A K-12 Instructional Coach will provide academic and technology support to teachers through a co-teaching model. This support person will provide teacher training and in-class modeling and support as the teachers learn new programs and intervention strategies to help meet the needs of their struggling students. The Instructional Coach will also provide support for our Title One and At-Risk teachers who are working with identified Tier 2 and 3 students.

An administrator will be hired to coordinate the efforts between the building administrators, support personnel, and teachers to ensure that student and teacher needs are being met in the most effective way possible. This administrator will also serve as a community liaison and will work directly with the parents of identified students who have academic and/or social-emotional needs. We anticipate the need to implement an extended school year program and the administrator will organize and oversee the implementation of this program. This position will be phased out after one year.

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 the fall of 2021 we will utilize the reports from our new screening tool to determine a baseline for reading, math, and social-emotional student scores. Students not meeting grade level benchmarks in reading, math, and social-emotional skills will be provided intervention support in identified areas. Progress monitoring will be conducted throughout the year and fall, winter, and spring benchmark testing will be conducted to track student progress and determine impact. We will also maintain our surveying efforts with students, staff, and parents. With the additional personnel, programs, and supports in place, we expect to see decreased levels of anxiety and frustration with our learning environment and an increase in resiliency and satisfaction.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)

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:
- 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 of 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 | Sabrina Dunkin
Date | 04/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>Support Services (School Administration)</td>
<td>Software</td>
<td>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 Student absence reporting/recording software</td>
<td>$700.00</td>
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<td>Per applicant, PowerSchool plug-in to better engage parents regarding possible COVID-related absences.</td>
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<td>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</td>
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Per applicant, document cameras that work with iPads for teachers to utilize for remote learning. 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.
<table>
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<tr>
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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**
- USD420 Osage City Schools

**Applicant / Mailing Address**
- 520 Main Street
  - Osage City
  - KS

**Applicant / First and Last Name of Owner, CEO, or Executive Director**
- Troy Hutton

**Applicant / Email Address of Owner, CEO, or Executive Director**
- thutton@usd420.org

**Applicant / Phone Number**
- 7855283176

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**

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<tbody>
<tr>
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1 of 8
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.

After completely going remote during the last quarter of the 2019-2020 school year, USD 420 Osage City Schools has been able to continuously offer on-site learning to PreK-12 students for the duration of the 2020-2021 school year. During this year, teachers offered education to both on-site and remote students simultaneously. Along with students who chose remote learning, many students and teachers were required to mandatorily quarantine throughout the year. Offering this education simultaneously took a great deal of planning, additional technology, and training for both staff and students. It has been an extremely challenging and stressful endeavor for our teaching staff and students to maintain both of these learning options and required the district to take additional steps to assist both students and teachers socially. Teachers and staff have been required to go above and beyond in order to maintain the safest school environment possible which has required extra efforts for sanitizing, mask wearing and social distancing but additional steps are still needed to improve facilities and air quality. Additional staff, PPE items, disinfecting items and equipment were provided at great expense in order to make this happen. Approximately 220 students met the At-Risk requirements for free and reduced, and extra efforts to assist these students with needed technology and supports were provided. Summer School programs are being provided to all students to address learning loss and to provide high school students the ability to recover credits.

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.

• 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, 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 Funding
On this application, USD 420 Osage City Schools proposes using ESSER II funding to provide summer school and credit recovery options for all PK-12 students to address learning loss. These programs will require additional salary for certified teachers, classified staff, supplies, and equipment. The district plans to purchase a reading curriculum to address the learning loss of our youngest readers. The district also plans to renew Greenbush programs that will provide wellness and leadership activities to support mental health for students, social emotional support for students, and assist in training staff in the sanitation practices during the pandemic. Another Greenbush program will provide leadership support and professional learning services to build capacity among school and district leaders during the pandemic. The district plans to purchase additional laptops for remote teaching and learning. An additional nurse’s aide will be hired to help with the extra duties of contact tracing, reporting and other necessary needs related to the pandemic. The district needs to replace three doors that are inadequate for maintaining indoor air quality. An HVAC upgrade is also needed to meet the necessary required outside air ventilation, improve filtration, and maintain proper air quality of a Special Education classroom and a space used to social distance students at breakfast and lunch during the pandemic. The new air handling units will be equipped with a 2” thick filter housing to accept a higher MERV air filter when compared to the existing units. The new units will be properly sized to meet the required outside air ventilation to the spaces as required by ASHRAE to maintain indoor air quality.

The district also proposes purchasing additional sanitizing supplies and personal protective equipment. How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

This plan will dramatically impact students by utilizing summer school for all PK-12 students to recover learning loss due to the pandemic. We will also improve and recover reading outcomes for our youngest students through the purchase of a reading curriculum. We will help students with wellness and leadership activities through Greenbush supports and provide training to staff that will also directly impact students. Student physical health will be supported through the pandemic by having an additional staff member assisting the school nurse with all pandemic related activities. Students will be assisted through the purchasing of educational technology that will aid in regular and substantive educational interaction between students and their classroom instructors. Efforts to improve air quality should directly impact the health and well-being of our students and staff alike. Sanitizing and PPE will also assist us in preventing the spread of the virus from one student to another.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)
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:
- 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 of 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               Troy Hutton
Date                               04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>420-1-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Cover additional salaries for certified staff associated with summer learning.</td>
<td>$22,000.00</td>
<td>$ -</td>
<td>$22,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>39175</td>
<td>7 Elementary Teachers, 1 middle school teacher, 1 high school and 1 coordinator for Summer School to address learning loss (Phone Call 4/23/2021)</td>
</tr>
<tr>
<td>420-1-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Cover additional salaries for classified staff associated with summer learning.</td>
<td>$900.00</td>
<td>$ -</td>
<td>$900.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>39180</td>
<td>1 Para for summer school to address learning loss (Phone Call 4/23/2021)</td>
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<tr>
<td>420-1-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Cover additional salary expense for certified and classified staff for summer school.</td>
<td>$1,752.00</td>
<td>$ -</td>
<td>$1,752.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>39185</td>
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</tr>
<tr>
<td>420-1-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Inter-educational, Interagency Purchased Services</td>
<td>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</td>
<td>Renew or join School Improvement Services Consortium top provide professional development on learning strategies dealing with learning loss.</td>
<td>$9,695.60</td>
<td>$ -</td>
<td>$9,695.60</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>39170</td>
<td>Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>10. Providing mental health services and supports</td>
<td>Renew Greenbush Student Leadership Programs that provide wellness and leadership activities to support mental health for students during a pandemic.</td>
<td>950.00</td>
<td>-</td>
<td>950.00</td>
<td>-</td>
<td>-</td>
<td>39170</td>
<td>Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)</td>
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<tr>
<td>420-1-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>10. Providing mental health services and supports</td>
<td>Renew Greenbush Crisis consortium and receive SEL support for all students.</td>
<td>900.00</td>
<td>-</td>
<td>900.00</td>
<td>-</td>
<td>-</td>
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<td>Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)</td>
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</tr>
<tr>
<td>420-1-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Renew Greenbush environmental and custodial consortium to assist in training staff in sanitation practices during the pandemic.</td>
<td>2,250.00</td>
<td>-</td>
<td>2,250.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)</td>
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<tr>
<td>420-1-008</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Renew Greenbush Administrative Services to provide leadership support and professional learning services to build capacity among school and district leaders during a pandemic.</td>
<td>1,350.00</td>
<td>-</td>
<td>1,350.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)</td>
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</tr>
<tr>
<td>420-1-009</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase curriculum targeted toward student literacy supports and address student learning loss.</td>
<td>13,000.00</td>
<td>-</td>
<td>13,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39155</td>
<td></td>
</tr>
</tbody>
</table>

**Books and Periodicals**

12. Addressing learning loss among students, including vulnerable populations

Purchase curriculum targeted toward student literacy supports and address student learning loss.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Supplies-Technology Related</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Purchase additional laptops for remote teaching and remote learning.</th>
<th>$54,400.00</th>
<th>$ -</th>
<th>$54,400.00</th>
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<th>39165</th>
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</thead>
<tbody>
<tr>
<td>420-1-010</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Repairs and Maintenance Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Replacement of external doors to improve the indoor air quality of student classrooms.</td>
<td>$10,439.00</td>
<td>$ -</td>
<td>$10,439.00</td>
<td>$ -</td>
<td>$ -</td>
<td>39160</td>
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<tr>
<td>420-1-011</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Repairs and Maintenance Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Upgrade filtration/HVAC System to meet the required outside air ventilation, improve filtration, and maintain indoor air quality of Special Education classroom and area used as a cafeteria during Covid-19.</td>
<td>$194,837.00</td>
<td>$ -</td>
<td>$194,837.00</td>
<td>$ -</td>
<td>$ -</td>
<td>39160</td>
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<td>420-1-012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Repairs and Maintenance Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>To provide social distance during meals, some students had to move into the gym, which is not adequately ventilated for COVID (Phone Call 4/23/2021)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>39160</td>
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<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>Description</td>
<td>Amount (USD)</td>
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<tr>
<td>420-1-013</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs. Cover summer school expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic.</td>
<td>$ 1,000.00</td>
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<tr>
<td>420-1-014</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities. Purchase additional supplies or personal protective equipment to mitigate the virus within school buildings.</td>
<td>$ 2,000.00</td>
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<tr>
<td>420-1-015</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff. Hire additional nurse to assist with Covid-19 related activities.</td>
<td>$ 21,583.00</td>
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<tr>
<td>420-1-016</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff. Cover additional salary expense for assistant nurse.</td>
<td>$ 1,105.00</td>
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</tbody>
</table>
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 | Columbus School District
Applicant / Mailing Address
802 South High School Avenue
Columbus, Kansas 66725
Applicant / First and Last Name of Owner, CEO, or Executive Director | Brian Smith
Applicant / Email Address of Owner, CEO, or Executive Director | bsmith@usd493.com
Applicant / Phone Number | 620-429-3661

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 | Columbus School District
District Number | 493
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 of our students have been impacted by COVID-19. Some have demonstrated more resilience than others when we examine our data. It is difficult to see a pattern. Undoubtedly, students in poverty in our district had a greater learning loss, but some of those students have shown tremendous improvement since the beginning of the 2020-21 school year. Our social-emotional data has also indicated that many of our students have struggled with the effects of the pandemic.

When examining our data, it appears that math has been impacted more by COVID-19 than reading. We are not sure why that has occurred, but it appears that it is common in many school districts in Kansas. It may be because parents struggle more with assisting their children with math than they do reading. For the last three months of the 2019-20 school year, parents took on a much larger role in their children's education. At school, we have also placed a much greater emphasis on reading interventions than math during the 2020-21 school year because of the dyslexia training we have received. We do plan on creating more time for math in the MTSS process district wide because of this.

We are more fortunate than many districts across the nation because we were able to have in-person school during the 2020-21 school year. I believe this allowed us to correct many students' deficits. We still have much work to do, and we are implementing a plan to remedy learning loss in our district.

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.

The remaining ESSER I funds will be spent on our after school programming, paraprofessional support, and some instructional materials for the 2020-21 school year. If we have funds left after that, we will apply them to our summer school program.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- 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, 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.

Our plan at this time is to provide continued added paraprofessional support to enhance our MTSS programing to remediate those students who have fallen behind. This service will be provided during the school day. We will also continue to provide an afterschool program during the 2021-22 school year. We were able to implement these services with ESSER I funds during the 2020-21 school year. We have also developed a plan for a summer school program utilizing a Science, Technology, Engineering, Arts, and Math (STEAM) learning model.

Our district will provide added professional development support activities and planning sessions. We will be meeting with Greenbush staff in June to refine our current plans and align them with our KESA plans to ensure that they are seamless and working consistently toward the same goal. We have joined a consortium at Greenbush to add sixty days of instructional coaching support in grades 9-12, and we are hiring a full-time reading specialist and instructional coach in grades PK-8.

To further support our students in providing mental health services and supports, our district plans on hiring another counselor. We currently only have one counselor for grades PK-8. This counselor is responsible for 600 students. Based on our Communities That Care and SAEBR data, we believe that more support is needed at these grade levels.

We will also need to purchase technology and curriculum for the preceding programs as needed.

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 utilize a variety of data to determine the effectiveness of our programs. We are currently in the process of streamlining our assessments because we use different measurements in different buildings. For example, we use aimswebPlus in grades K-3 and STAR in grades 4-8. Our plan is to implement Fastbridge in grades K-12 for greater consistency. We currently use it to screen our students social-emotional needs utilizing the SAEBRS screener.

Buildings will also use other assessments depending on their grade levels and needs. For example, incoming kindergarten students will be screened with the ASQ to determine kindergarten readiness. We utilize the Kansas Interims and Kansas State Assessments to collect data on both curriculum effectiveness and individual student performance. We also utilize ACT assessments and ACT Work Keys at the high school level to determine college and career readiness.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 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))

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)

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)

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

- 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 of 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  |  Brian D. Smith
Date  |  04/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
493-1-001    Eligible    Direct Allocation    Support Services (Students)    Regular Certified Salaries    10. Providing mental health services and supports
We will be hiring a school counselor to address students social-emotional needs.
$165,754.00

493-1-002    Eligible    Direct Allocation    Instruction    Regular Certified Salaries
12. Addressing learning loss among students, including vulnerable populations
We will be hiring a reading specialist and instructional coach for grades K-8.
$167,346.00

493-1-003    Eligible    Direct Allocation    Instruction    Regular Certified Salaries
11A. Planning and implementing summer learning or enrichment programs
We will be providing a summer school program with a STEAM theme.
$164,567.00

493-1-004    Eligible    Direct Allocation    Instruction    Professional-Education Services
9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students
We will be purchasing a Fastbridge subscription from Illuminate Education. We will utilizing this to collect data on students in both academics and social-emotional needs.
$21,182.00

493-1-005    Eligible    Direct Allocation    Instruction    Professional-Education Services
12. Addressing learning loss among students, including vulnerable populations
We will be contracting services with Greenbush to provide a specialist in literacy and instruction.
$93,648.00

493-1-006    Eligible    Direct Allocation    Instruction    Regular Non-Certified Salaries
12. Addressing learning loss among students, including vulnerable populations
We will be hiring three paraprofessionals to work with our MTSS program to address students learning loss.
$125,999.00
| Eligible Direct Allocation Instruction Professional-Education Services | 11A. Planning and implementing summer learning or enrichment programs | Contract with Greenbush for student enrichment services. | $9,950.00 | $9,950.00 | $- | $- | $- | 51552 |