

ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS						
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹	
1	200	Greeley County Schools	239	53%	\$ 159,937	\$ 2,104	1%	\$ 2,104	100%	\$ 9	
2	207	Ft Leavenworth	1,424	8%	\$ 427,396	\$ 427,396	100%	\$ 427,396	100%	\$ 300	
3	282	West Elk	366	58%	\$ 353,192	\$ 353,192	100%	\$ 353,192	100%	\$ 965	
4	327	Ellsworth	574	30%	\$ 294,670	\$ 183,187	62%	\$ 183,187	100%	\$ 319	
5	331	Kingman - Norwich	782	46%	\$ 673,781	\$ 673,781	100%	\$ 673,781	100%	\$ 861	
6	334	Southern Cloud	156	68%	\$ 169,647	\$ 169,647	100%	\$ 169,647	100%	\$ 1,087	
7	342	McLouth	450	43%	\$ 226,807	\$ 226,807	100%	\$ 226,807	100%	\$ 505	
8	351	Macksville	186	62%	\$ 183,706	\$ 183,706	100%	\$ 183,706	100%	\$ 988	
9	355	Ellinwood Public Schools	414	46%	\$ 267,554	\$ 267,554	100%	\$ 267,554	100%	\$ 646	
10	395	LaCrosse	272	46%	\$ 223,604	\$ 106,857	48%	\$ 106,857	100%	\$ 393	
11	410	Durham-Hillsboro-Lehigh	551	39%	\$ 254,615	\$ 254,615	100%	\$ 254,615	100%	\$ 462	
12	469	Lansing	2,549	29%	\$ 777,812	\$ 777,812	100%	\$ 777,812	100%	\$ 305	
13	494	Syracuse	534	68%	\$ 569,287	\$ 569,287	100%	\$ 569,287	100%	\$ 1,066	
14	496	Pawnee Heights	134	59%	\$ 66,364	\$ 66,364	100%	\$ 66,364	100%	\$ 495	
Total			8,631	37%	\$ 4,648,372	\$ 4,262,308	92%	\$ 4,262,308	100%	\$ 494	

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

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

Kansas CommonApp (2020)

2053-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

200_Greeley County_ESSER II Plan_1101



vyLVReBn

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	Greeley County Schools USD 200
Applicant / Mailing Address	
400 W Lawrence St	
Tribune, KS 67879	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Katie Zerr
Applicant / Email Address of Owner, CEO, or Executive Director	kzerr@tribuneschools.org
Applicant / Phone Number	6203764211

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)	486075322
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Application details

Full District Name	Greeley County
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District Number	200
Mailing Address Street Address	400 W Lawrence St
Mailing City	Tribune
Mailing Address Zip Code	67879
Authorized Representative of the District Name	John Niehues
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	johnniehues@tribuneschools.org
Authorized Representative of the District Phone Number	+16203764211
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kzerr@tribuneschools.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 200 has approximately 250 students PreK-12 grades. Since August 16th, students and staff have been attending school in person. We also were able to attend school all of last year utilizing our safety protocols and extended cleaning with only a few students choosing to attend remotely. USD 200 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 200 found the following: 1) on the 2018-2019 state KITE assessments 64% of all students were "at or above the benchmark"; 2) on the 2020-2021 state KITE assessments 56% of all students were "at or above the benchmark"; This was after a 10-week session of remote learning from March 2020 to May 2020; 3) we also observed an 14.5% and 3.3% increase in the number of students identified as needing urgent intervention in ELA and Math respectively as identified by Star testing. Our staff continuously reviews data such as Star Reading/Math and now Fastbridge to ensure students are making proper progress and identifying those who still need further or more intense help or structured support. We have seen students progressing at the pace more like a non-Covid school year since going remote. In many students we are also starting to see progressively more gains with additional services and plans put into action. The USD 200 Chronic Absenteeism was also up in the last year due to Covid-19 and quarantines.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational

Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

After consideration of many data points, the USD 200 Board of Education has decided to use some of the funds on new Victory sprayers to enhance our cleaning process. Through looking at our attendance data we have determined that while we already have increased our cleaning process procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient. We utilize chemicals in these sprayers rated to kill off any COVID-19 or other bacteria that can cause

sickness. Due to COVID our rate of attendance and absenteeism has increased leading us to further increase our health and safety cleaning measures.

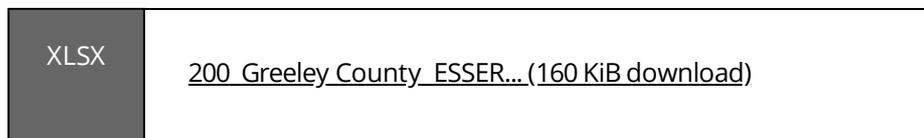
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

It will be difficult to determine the positive effect of improved cleaning and sanitization, it will only assist students and staff with a better, cleaner, and healthier learning environment. It is the hope of USD 200 that better and more efficient cleaning and sanitization that can be done with a Victory backpack electrostatic mist sprayer will help to keep all students in school more often and reduce the chronic absenteeism rate due to Covid and non-Covid related health issues.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | John Niehues

Date | 11/01/2021

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

USD	District Name	Data as of
200	Greeley County	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
200-1-001-20211214	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient of cleaning and sanitizing.	\$ 2,104	\$ 2,104	\$ -	\$ -	\$ -	59	Per narrative, Through looking at our attendance data we have determined that while we already have increased our cleaning process procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient. We utilize chemicals in these sprayers rated to kill off any COVID-19 or other bacteria that can cause sickness. Due to COVID our rate of attendance and absenteeism has increased leading us to further increase our health and safety cleaning measures.

Kansas CommonApp (2020)

2334-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DZzJzYaD

207_Fort_Leavenworth_ESSER II Plan_1108

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	Fort Leavenworth USD 207
Applicant / Mailing Address	207 Education Way Fort Leavenworth, KS 66027-1425
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dr. Keith Mispagel
Applicant / Email Address of Owner, CEO, or Executive Director	kmispagel@usd207.org
Applicant / Phone Number	913-651-7373

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)	48-0724335
Applicant / Website Address (if applicable)	https://www.usd207.org/
Applicant / Mission Statement (if applicable)	See website

Applicant / 501c3 Verification (if applicable)



Fiscal Agent / Name (if applicable) | Rich Holden
Fiscal Agent / Email (if applicable) | rholden@usd207.org
Fiscal Agent / Mailing Address (if applicable)
207 Education Way
Fort Leavenworth, KS 66027-1425

Application details

Full District Name | Fort Leavenworth USD 207
District Number | 207
Mailing Address | Street Address | 207 Education Way
Mailing | City | Fort Leavenworth
Mailing Address | Zip Code | 66027
Authorized Representative of the District | Name | Rich Holden
Authorized Representative of the District | Position or Title | Chief Financial Officer
Authorized Representative of the District | Email Address | rholden@usd207.org
Authorized Representative of the District | Phone Number | +19137586020
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.

Since March 2020, USD 207 has spent over \$325,000 on COVID-19 supplies and materials to insure a safe school environment for our students and staff to include hand sanitizer/sanitizing devices including disinfectant sprayers, hand-held and mounted thermometers to include bus-mounted thermal scanners, disinfecting wipes, masks of all varieties, face shields for SPED staff, disposable gowns, gloves, social distancing stickers, and plastic desk shields for all students and staff. USD 207 did

not receive any SPARC \$'s and only \$45,723 in ESSER I non-SPED \$'s and \$21,825 in ESSER-SPED \$'s. USD 207 was able to keep the vast majority of our 1,540 students on-site in our classrooms for the 2020-2021 School Year due to our investment in COVID-19 supplies and materials, coupled with detailed COVID-19 processes and procedures, which the District paid for mostly from its own resources except for the ESSER I \$'s previously mentioned.

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.

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(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.

Monthly filter changes for all buildings, an enhanced cleaning contract for after school hours cleaning of all school facilities, and continued maintenance of COVID supplies to include disposable face masks/shields with see through mouth for speech therapy, disposable hospital gowns for SPED staff for high needs SPED students, additional specialized cleaning supplies for classrooms, non-contact faucets for SPED classroom bathrooms, and HEPA vacuum filters for SPED classroom cleaning.

Hiring and maintaining approximately eight (8) Full Time COVID Substitute Teachers on staff to provide flexibility to provide classroom coverage for staff members on 10 or 14 day quarantines due to COVID-19 exposure.

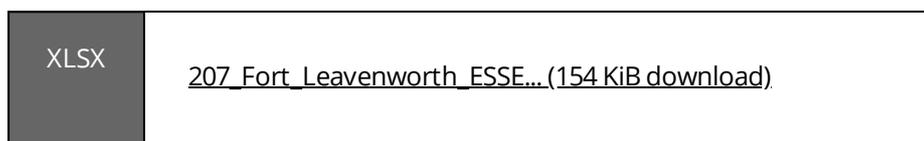
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Continued low rate of students and staff on quarantine out of the classroom for 10 or 14 day periods (depending upon exposure and/or test results). For those students not affected by classmates' quarantine/being out of the classroom, the Full Time COVID Substitute teachers will provide continuity of instruction which should maintain or improve State assessment 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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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(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.

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Rich Holden

Date | 11/08/2021

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

USD	District Name	Data as of
207	Ft Leavenworth	11/29/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
207-1-001-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	HVAC Filters - Having our HVAC contractor purchase higher MERV level HVAC filters to reduce the transmission of an airborne virus like COVID-19 in our schools and facilities, and increasing the filter change out period from every 6 months to bi-monthly.	\$ 60,324	\$ -	\$ 60,324	\$ -	\$ -	16 E 2600 730 0209 918	Allowable if CDC guidelines are met. Capital Improvement documentation required.
207-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Cleaning Contract (for enhanced cleaning). Cost for additional cleaning (beyond the regular cleaning provided) - We are currently at 50% fill on our custodial staff (8 of 16 positions currently vacant), so we have hired contract custodial services to provide both basic custodial cleaning and enhanced cleaning to reduce the transmission of COVID-19 (additional disinfectant wipe downs of high touch surfaces in hallways, bathrooms, doors, and student desks).	\$ 46,531	\$ -	\$ 46,531	\$ -	\$ -	16 E 2600 730 0209 918	
207-1-003-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	COVID-19 maintenance supplies - Purchasing disinfectant wipes, hand sanitizer, and other disinfectant cleaning products to be used as part of our enhanced cleaning program to reduce the transmission of COVID-19.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	16 E 2600 730 0209 918	

207-1-004-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	COVID-19 PPE (face masks/shields, disposable gowns, etc) - Purchasing COVID-19 personal protective equipment (PPE) for our GenEd and SPED staff to include disposable and cloth face masks, face shields, disposable gloves, and disposable gowns to protect our staff.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	16 E 2600 730 0209 918	
207-2-001-20211214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hiring and maintaining approximately eight (8) Full Time COVID Substitute Teachers on staff to provide flexibility to provide classroom coverage for staff members on 10 or 14 day quarantines due to COVID-19 exposure.	\$ 270,541	\$ -	\$ 270,541	\$ -	\$ -	94 E 1000 110 0209 800	

Kansas CommonApp (2020)

2339-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



eBjJQdle

282_WestElk_ESSERII

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | West Elk USD #282

Applicant / Mailing Address

| PO Box 607, Howard, Kansas 67349

Applicant / First and Last Name of Owner, CEO, or Executive Director | Martin Burke, Supt

Applicant / Email Address of Owner, CEO, or Executive Director | martin.burkesupt@westelk.us

Applicant / Phone Number | 6203742113

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 McAlister

Fiscal Agent / Email (if applicable) | mcalisterp@westelk.us

Fiscal Agent / Mailing Address (if applicable)

| PO Box 607, Howard, Kansas 67349

Application details

Full District Name	West Elk
District Number	282
Mailing Address Street Address	PO Box 607
Mailing City	Howard
Mailing Address Zip Code	67349
Authorized Representative of the District Name	Martin Burke
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	martin.burkesupt@westelk.us
Authorized Representative of the District Phone Number	+16203307144
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mcalisterp@westelk.us
Other District Representative 2 Email Address	barnest@westelk.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.

Like most districts, West Elk has experienced many hardships throughout the pandemic. Major areas of concern for USD 282 surround mental health and academic progress. As West Elk prides itself on its academic achievements, there has been a drop in both local and state testing achievement. Chronic absenteeism and the ability to reach students with educational and social emotional integrity is the most predominant concerns for our BOE.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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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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 noted in the above application, West Elk has experience academic loss through the pandemic. Being a cash poor district, we will dedicate our ESSER II relief allowances to staff retention as well as expanding staff do address our challenges.

West Elk requests an additional two licensed elementary teachers to reduce the staff:student ratios in our largest classrooms. (282 will additionally supplement this need by adding an additional instructor from the LOB).

West Elk will implement a licensed "Tier 2" teacher for the Junior High building, relative to the function of a Title I teacher, for ELA, Math, and Science support.

West Elk will implement a licensed RN (nurse) to serve the district

West Elk will implement a technology director to lead and support the districts increased needs in technology. Prior to the pandemic only 8-12 grade students had 1:1 technology. We have now expanded this K-12.

West Elk will dedicate \$1000 to the retention of licensed staff as well as \$200 for classified staff.

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

Utilization of local and state academic testing will be utilized. Additional local assessment for technology and health support will be conducted through surveys administered to students, staff, and families.

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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- 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.

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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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(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.

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

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

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

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

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§200.403 Factors affecting allowability of costs.

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§200.430 Compensation—personal services.

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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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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.

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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.

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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 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.

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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.

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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 if the local educational agency.

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

Certification

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

Electronic Signature | Martin Burke

Date | 10/01/2021

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

USD	District Name	Data as of
282	West Elk	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
282-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Needs assessments from local and state data, as well as feedback from the district and community stakeholders has shown the need to include additional instructional support. This will allow the district to reduce classroom student:teacher ratios in general education settings where student:teacher ratios are high. Additionally, Tiered intervention support will be added to address the learning loss throughout the pandemic.	\$ 175,959	\$ 175,959	\$ -	\$ -	\$ -	59965	The narrative states that West Elk is requesting an additional two licensed elementary teachers to reduce the staff:student ratios in their largest classrooms. The district will additionally supplement this need by adding an additional instructor from the local option budget. Additionally, West Elk will implement a licensed "Tier 2" teacher for the Junior High building, relative to the function of a Title I teacher, for ELA, Math, and Science support.
282-1-002-20211214	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Staffing a license RN will support the ongoing needs of educating students, staff, families and the community in content related to the Covid pandemic. Additionally, testing, screening and other vital health mitigation, and response duties will be vital	\$ 53,940	\$ 53,940	\$ -	\$ -	\$ -	59966	West Elk will employ a licensed Registered Nurse to serve the district.
282-1-003-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay will focus on sustaining staff throughout the Covid pandemic. Due to the geographical location of our district, recruiting staff is always difficult. Retaining the quality staff currently employed in our district is imperative as we are already short staffed in all areas due to the pandemic.	\$ 59,713	\$ 59,713	\$ -	\$ -	\$ -	59967	West Elk will dedicate \$1,000 to the retention of licensed staff as well as \$200 for classified staff. A follow-up response from the district revealed that retention pay will be allocated to 48 licensed staff at \$1,000 each, and 62 classified staff at \$200 each. These funds will be disbursed in December.

282-1-004-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Technology leadership and support is necessary to address the expansion of the district expanding the 1:1 technology from 10-12 grade students to district wide.	\$ 63,580	\$ 63,580	\$ -	\$ -	\$ -	59968	West Elk will implement a technology director to lead and support the districts increased needs in technology. Prior to the pandemic only 8-12 grade students had 1:1 technology. West Elk has expanded this to K-12.
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Kansas CommonApp (2020)

1939-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

327 Ellsworth ESSER II Plan 0324



MRmlmwQr

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 327 Ellsworth

Applicant / Mailing Address

| 145 W 15th St
| Ellsworth, Ks 67439

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

Applicant / Email Address of Owner, CEO, or Executive Director | jlanning@usd327.org

Applicant / Phone Number | 785-472-5561

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 327 Ellsworth

District Number | 327

Mailing Address Street Address	P.O. Box 306 145 W 15th St
Mailing City	Ellsworth
Mailing Address Zip Code	67439
Authorized Representative of the District Name	Joshua Lanning
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jlanning@usd327.org
Authorized Representative of the District Phone Number	+17854725561
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	drankin@usd327.org
Other District Representative 2 Email Address	nflorian@usd327.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 327 composes of 642 students K through 12th grade for the 2021-2022 school year. Covid-19 has impacted the school and community in multiple ways. In the 2020 school year, students lost over 1/4 of their school year to the virus resulting in lost academic and social emotional learning. For the 2020-2021 school year, students returned to in person instruction and were able to maintain that instruction for the entire year, but at an increased cost both financially, academically, and social emotionally. The district saw increased costs in food service and maintenance. Students in all grades, but particularly in the lower grades that are At-Risk and special needs lost the ability to interact with students outside of their cohort groups, saw reduced social emotional education, and the elimination of field trips, multiple quarantines, and a shortened calendar, cost them academic opportunities for the 2019-2021 school years.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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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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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 327 will utilize ESSER II allocations to recover the lost financial resources encumbered by the district due to strategies implemented to keep students and staff healthy and safe while returning to the schools. Funding will be utilized in maintenance costs including upgrades to HVAC, advanced cleaning supplies and techniques specific to COVID-19, and additional staff. In Food service, we will utilize funding for increased common space and equipment to aid in social distancing, disposable supplies, and staff wages to aid in preparation of food and supervision of students practicing social distancing. We will also utilize funds to hire additional certified staff and classified staff to aid in both physical and mental health services, additional teaching staff, classified staff, curriculum designed to easily transition from in person to online when needed do to COVID-19, technology, summer and after school learning opportunities, and premium pay.

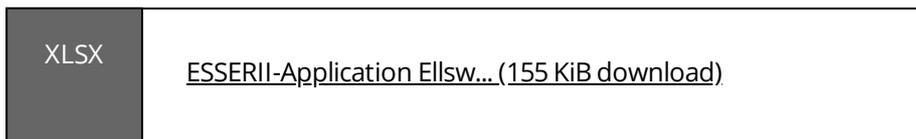
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize stakeholder town hall meetings, surveys, a social emotional screener, retention rates, MAPS and Aimsweb 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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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.

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

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

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

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

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

Certification

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

Electronic Signature | Joshua Brian Lanning

Date | 10/19/2021

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

USD	District Name	Data as of
327	Ellsworth	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
327-1-001-	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay: Paying certified staff (56) a one time \$1500 payment broken into two payments of \$750 on December 20th and January 20th for increased duties due to COVID 19 including sanitation, preparation time, training and continuity of services to retain all staff through the pandemic.	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	21	
327-1-002-19000100	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay: Paying classified staff (31) a \$1500 payment broken into two payments on December 20th and June 20th for increased work in sanitation and continuity of services to retain all staff through the pandemic.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	21	
327-1-003-19000100	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary for counseling position at Kanopolis Middle School to provide social emotional support for students impacted by Covid-19	\$ 28,432	\$ -	\$ 28,432	\$ -	\$ -	21	9-18-21 Phone call with District indicated that this is a new position at the Middle School.
327-1-004-19000100	Eligible	Direct Allocation	Support Services (Students)	Tuition Reimbursement	10. Providing mental health services and supports	Unemployment costs for additional Counselor	\$ 25	\$ -	\$ 25	\$ -	\$ -	21	
327-1-005-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	Unemployment costs for Certified Premium Pay	\$ 75	\$ -	\$ 75	\$ -	\$ -	21	

327-1-006-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security for Certified Premium Pay	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	21	
327-1-007-19000100	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	KPERS Employer Share - Counselor position	\$ 3,800	\$ -	\$ 3,800	\$ -	\$ -	21	
327-1-008-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	Unemployment costs for Classified Premium Pay	\$ 50	\$ -	\$ 50	\$ -	\$ -	21	
327-1-009-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security for Classified Premium Pay	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	21	
327-1-010-19000100	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Seesaw license to communicate and deliver lessons to parents and students while under quarantine or ill with Covid-19	\$ 1,375	\$ -	\$ 1,375	\$ -	\$ -	21	
327-1-011-19000100	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom License to provide school services and information to health compromised students and stakeholders.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	21	

327-1-012-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Teaching Children's yoga social emotional learning program. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 299	\$ 299	\$ -	\$ -	\$ -	21	
327-1-013-19000100	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	
327-1-014-19000100	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	
327-1-016-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Training for staff to implement our SEL program (PATHS) that will fill holes in student learning caused by missed educational time due to Covid 19.	\$ 900	\$ -	\$ 900	\$ -	\$ -	21	
327-1-017-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Supplies required for the new SEL training.	\$ 179	\$ -	\$ 179	\$ -	\$ -	21	

327-1-018-19000100	Eligible	Direct Allocation	Instruction	Textbooks	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	SEL kit designed for students with special needs that corresponds with our newly adopted program.	\$ 325	\$ -	\$ 325	\$ -	\$ -	21	
327-1-019-19000100	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Moby Max licenses for our 2nd grade class. Moby Max identifies learning gaps in math, reading, writing, language, vocabulary, and fact fluency caused by Covid 19.	\$ 799	\$ -	\$ 799	\$ -	\$ -	21	
327-1-020-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Training DVDs/Books needed to implement our SEL program.	\$ 202	\$ -	\$ 202	\$ -	\$ -	21	
327-1-021-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Supplies needed for training.	\$ 160	\$ -	\$ 160	\$ -	\$ -	21	

327-1-022-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Drums for the new SEL program.	\$ 240	\$ -	\$ 240	\$ -	\$ -	21	
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Kansas CommonApp (2020)

2337-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jeLbIjJd

331_Kingman-Norwich_ESSER II Plan 1026

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 331 Kingman-Norwich
Applicant / Mailing Address	115 North Main Street Kingman, KS 67068
Applicant / First and Last Name of Owner, CEO, or Executive Director	Max Clark
Applicant / Email Address of Owner, CEO, or Executive Director	mclark@knusd331.com
Applicant / Phone Number	620-532-3134

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)	480698443
Applicant / Website Address (if applicable)	www.knusd331.com

Application details

Full District Name	Kingman-Norwich
District Number	331
Mailing Address Street Address	115 North Main Street
Mailing City	Kingman
Mailing Address Zip Code	67068
Authorized Representative of the District Name	Max Clark
Authorized Representative of the District Position or Title	Assistant Superintendent
Authorized Representative of the District Email Address	mclark@knusd331.com
Authorized Representative of the District Phone Number	+16205323134
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	khansford@knusd331.com
Other District Representative 2 Email Address	dthornton@knusd331.com

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

While USD 331 has been able to provide in-person instruction for our students throughout the majority of the pandemic, the stresses to our school community are evident in the following areas:

- Increased SEL needs for all students as indicated by KCTC surveys, hospitalization reports, and counselor referrals
- Significant learning loss and decreased academic performance as indicated by national, state, and local assessments. This is most evident in our most at-risk student populations (low SES and SPED)
- Increased absenteeism amongst staff, reported as both COVID-related and/or stress-related, coupled with a shortage of substitute teachers, has resulted in increased workload for staff having to provide classroom coverage.

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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.

| N/A

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

Measurable Signs of Success:

Surveying staff and students

More applications than positions

Improved scores/performance on assessments

Retention rate of staff

Quality Surveys of parents

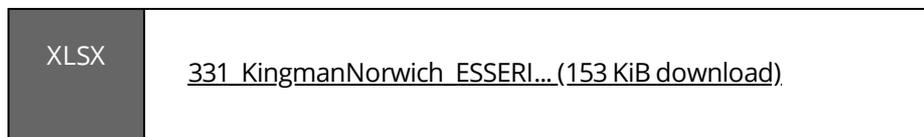
Improving Kansas Community That Care survey results

Promote data we already do and track (KESA 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Max Clark

Date | 11/04/2021

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

USD	District No	Data as of
331	Kingman	11/22/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
331-1-001-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Other Professional Educational Services	10. Providing mental health services and supports	Training all staff and students to recognize social & emotional struggles in themselves & others, as well as providing them appropriate response/assistance resources to address.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	9	Per narrative, While USD 331 has been able to provide in-person instruction for our students throughout the majority of the pandemic, the stresses to our school community are evident in the following areas: Increased SEL needs for all students as indicated by KCTC surveys, hospitalization reports, and counselor referrals. Youth Mental Health First Aid (a program) is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. (informational Mental Health sheet attached to
331-1-002-20211214	Eligible	Direct Allocation	Social Work Services	Student Services	10. Providing mental health services and supports	Training families to recognize social emotional struggles in themselves & their children, a well as providing them appropriate response/assistance protocols & connecting them to resources to address.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	9	See Row 001.

331-1-003-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The addition of literacy & library media specialists at Kingman Elementary, Kingman Middle & High, and Norwich School. Professional staff members specially assigned to help students develop a love of reading & to provide targeted interventions for students with difficulty reading. Additionally provides increased opportunities for teacher collaboration to review data and address learning loss.	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	9	Per narrative, Significant learning loss and decreased academic performance as indicated by national, state, and local assessments. This is most evident in our most at-risk student populations (low SES and SPED). Per applicant, 3 interventionists, one for each attendance center. Kingman Elementary School, Kingman Middle & High School, and Norwich School.
331-1-004-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of an Art teacher at Kingman Elem. To provide an outlet for students with an interest in visual arts. Benefits to social emotional health of students. Additionally provides increased opportunities for teacher collaboration to review data and address learning loss.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	9	Per narrative, While USD 331 has been able to provide in-person instruction for our students throughout the majority of the pandemic, the stresses to our school community are evident in the following areas: Increased SEL needs for all students as indicated by KCTC surveys, hospitalization reports, and counselor referrals.
331-1-005-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Training of building teams to support improved RtI processes including curriculum alignment & mapping with priority standards identified for both academic and SEL. Building teams will receive formal training through Solution Tree and will then serve as the primary support system within each building to support the RtI process. Clarity around Priority Standards and the creation of Proficiency Scales to ensure students master the identified essential competencies will help to address learning loss caused by the pandemic and will better ensure all students are College and Career Ready upon graduation from high school.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	9	

331-1-006-20211214	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	District will pay all staff \$750 each as a retention incentive to for extra duty and responsibility required of then so the district can ensure continuity of services for students. This will help retain staff at a time when shortages have been exacerbated by the pandemic.	\$ 210,000	\$ -	\$210,000	\$ -	\$ -	9	Per applicant, With the intent of honoring the incredible work of our employees during the pandemic school year of 2020 -2021 and to retain them for the 2021 - 2022 school year to ensure continuity and quality of services to all USD 331 students, we will provide a retention payment of \$750 to all USD 331 employees. The payments will be made via a lump sum payment in January. 11/17/2021: Per applicant and clarification of Premium Pay, This retention incentive is to motivate employees to continue with us for the 2021-22 school year and hopefully beyond. We want them to know that their hard work and commitment during the previous 2020-21 school year has not been forgotten. This is not for "back-pay" or to reimburse the district from prior fiscal year expenditures.
331-1-007-20211214	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	District plans to improve the rate of pay for classified personnel to address unfilled positions and competition for limited workforce which impacts services for all students and has been exacerbated by the pandemic.	\$ 43,781	\$ -	\$ 43,781	\$ -	\$ -	9	Per narrative, Increased absenteeism amongst staff, reported as both COVID-related and/or stress related, coupled with a shortage of substitute teachers, has resulted in increased workload for staff having to provide classroom coverage.

Kansas CommonApp (2020)

2374-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vPpdqJv

334-SouthernCloud_ESSER II Plan_1102

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	Jessie Tate
Applicant / Mailing Address	520 W. Oak Ave
Applicant / Email Address of Owner, CEO, or Executive Director	jhoward334@usd334.org
Applicant / Phone Number	785-427-3365

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	Southern Cloud
District Number	334
Mailing Address Street Address	619 W Tootle Ave
Mailing City	Miltonvale

Mailing Address Zip Code	67466
Authorized Representative of the District Name	Jessie Tate
Authorized Representative of the District Position or Title	District Secretary
Authorized Representative of the District Email Address	jhoward334@usd334.org
Authorized Representative of the District Phone Number	+17854273365
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rperkins334@usd334.org
Other District Representative 2 Email Address	ssimmons334@usd334.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 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 78 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. We did have to furnish internet for families who could not afford it. We had to upgrade our technology in order to have 1-1 computers/chrome books for remote learning. We were very fortunate to have the age 1-18 meal program, but it did come with additional expenses. We have been doing testing to monitor learning loss, there are gaps we are trying to catch up and fill, with updated curriculum with virtual learning support and enhancements. New touchless water fountain stations were installed for additional safety. With safety first, there is always expenses for masks, hand sanitizers, and cleaning supplies.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We plan to add touchless items to help with infection control. We will be implementing a testing program as well. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. For additional social-emotional support, we have added another full-time counselor. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

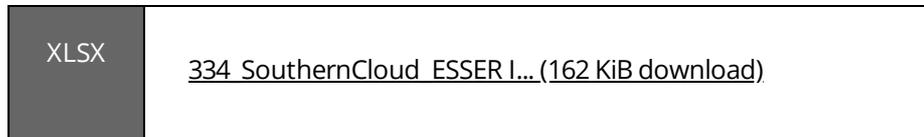
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 334 is looking forward to the positive impact that the ESSER II Direct District Allocation will have on our district. We maintain two full time staffs, having two K-12 schools in our small district. Expenditures have needed to be kept at a bare minimum in order to maintain financial stability. We are excited to be able to upgrade our technology and curriculum and watch the students flourish in the classroom and testing scores soar. Having small class sizes makes it easier to reach all students on their level. We strive to include students with disabilities and will be able to also assist them in reaching new heights. We strive to keep our facilities as clean and safe as possible; therefore, our Covid numbers have been able to be kept at a minimum. We look forward to the positive impact that the ESSER II Allocation will have on our district.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Jessie Tate

Date | 11/02/2021

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

USD	District Name	Data as of
334	Southern	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
334-1-001-20211214	Eligible	Direct Allocation	Operation of Buildings	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	FACIAL TISSUES, PINE SOL	\$ 378	\$ 378	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. Per applicant, Yes, it was used for Kleenex, gloves, cleaning supplies, and face masks. To help stop the spread of COVID-19.
334-1-002-20211214	Eligible	Direct Allocation	Information Services	Professional - Education Services	10. Providing mental health services and supports	SOCIAL EMOTIONAL	\$ 1,662	\$ 1,662	\$ -	\$ -	\$ -	18100	Per applicant, A new curriculum for SEL (Social Emotional Learning) to help with the added student depression, anxiety, stress, and social withdrawal caused from COVID.
334-1-003-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Internet	\$ 14,332	\$ 14,332	\$ -	\$ -	\$ -	18100	Per narrative, USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. Per applicant, The school district had to upgrade the internet to accommodate all the teachers doing virtual learning. 11/17/2021: Per applicant, The upgrade of the internet led to increased bandwidth, adding routers, and installations at the homes. It also needed a special circuit for the telephone and internet. The applicant further clarified the comment regarding "installations at the homes": So our phone company in town has to go to the house itself to "install" a router. Even if you already have your own router it cannot be turned on through the company without them coming to the house and hooking it up themselves. Wires and things still have to be ran to the box even for wireless hookups. The router itself is what makes the internet wireless throughout the house. Without it there is no internet.

334-1-004-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	INTERNET	\$ 20,190	\$ 20,190	\$ -	\$ -	\$ -	18100	Per applicant, The school district had to provide home internet for some students that couldn't afford internet themselves, so the students could do virtual learning. We paid the monthly subscription for these families. When class got back in session some teachers had to teach hybrid for the students that did not feel safe to return, therefor we had to upgrade our speed of internet to provide the zoom lessons for these families.
334-1-005-20211214	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Summer School	\$ 8,178	\$ 8,178	\$ -	\$ -	\$ -	18100	Per applicant, We had 4 teachers total. The length of the program was (2) 4 day weeks in June and August. With 24 students in June and 23 students in August. We did two separate months to help with the learning loss due to COVID.
334-1-006-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Pure - o zone	\$ 3,711	\$ 3,711	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. Per applicant, Cleaning supplies to keep from spreading COVID
334-1-007-20211214	Eligible	Direct Allocation	Operation of Buildings	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	NEW HVAC systems for building	\$ 15,674	\$ 15,674	\$ -	\$ -	\$ -	18100	Per applicant, This was used for HVAC system for one of our buildings. We are in the process of getting all of them done. We want better air quality to stop the spread of COVID. Allowable if CDC guidelines are met. Capital Improvement documentation required.
334-1-008-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	HAND SANITIZER	\$ 1,388	\$ 1,388	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.
334-1-009-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	HAND SANITIZER / SPRAY	\$ 1,080	\$ 1,080	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.
334-1-010-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	HAND SANITIZER	\$ 354	\$ 354	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.

334-1-011-20211214	Eligible	Direct Allocation	Other Support Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	STUDENT / ADULT FACE MASK	\$ 239	\$ 239	\$ -	\$ -	\$ -	18100	Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.
334-1-012-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	DRINKING FOUNTAIN STATIONS	\$ 10,935	\$ 10,935	\$ -	\$ -	\$ -	18100	Per applicant, New water fountain stations that are hands free to fill water bottles to stop the spread of COVID. Capital Improvement documentation required.
334-1-013-20211214	Eligible	Direct Allocation	Instruction	Athletic Areas	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	LOCK IT TECHNOLOGY	\$ 5,163	\$ 5,163	\$ -	\$ -	\$ -	18100	Per applicant, So that was used for Sonicwall. Lockit technology was the vendor name. We had to upgrade our Sonicwall due to COVID, we had to hold all the zoom meetings for classes and staff meetings. With more internet used all around we had to make sure everyone's firewalls and cyber security was updated.
334-1-014-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SOFTWARE	\$ 2,320	\$ 2,320	\$ -	\$ -	\$ -	18100	Per narrative, We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. Per applicant, New software was bought for math to become eligible for remote learning due to COVID.
334-1-015-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	WEBSITE	\$ 1,283	\$ 1,283	\$ -	\$ -	\$ -	18100	Per applicant, We had to update our website to provide zoom for all staff/ families due to COVID. Yes this was used for P/T conferences and staff meetings that could not be in person. We pay monthly for a zoom license.
334-1-016-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PUR-O-ZONE	\$ 6,617	\$ 6,617	\$ -	\$ -	\$ -	18100	Per applicant, Supplies for cleaning the facility to keep from spreading COVID.

334-1-017-20211214	Eligible	Direct Allocation	Nursing Services	Regular 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	School Nurse	\$ 6,487	\$ 6,487	\$ -	\$ -	\$ -	18100	Per applicant, We had to expand her position from part-time to full-time due to the emotional effects of COVID. The nurse had added paperwork and COVID tracking to her schedule there for her salary was raised.
334-1-018-20211214	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	SCHOOL COUNCLER	\$ 8,449	\$ 8,449	\$ -	\$ -	\$ -	18100	Per narrative, USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 78 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. For additional social-emotional support, we have added another full-time counselor.
334-1-019-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	NEW CURRICULUM/ TESTING PROCEDURES	\$ 18,724	\$ 18,724	\$ -	\$ -	\$ -	18100	Per narrative, We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. Per applicant, We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation.
334-1-020-20211214	Eligible	Direct Allocation	Instruction and Curriculum Development Services	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	READING COMPUTER PROGRAM	\$ 2,690	\$ 2,690	\$ -	\$ -	\$ -	18100	Per applicant, We had to purchase a new reading program to help with learning loss due to COVID.
334-1-021-20211214	Eligible	Direct Allocation	Support Services (Students)	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	SCIENCE CURRICULUM FOR REMOTE LEARNING CAPATIBLE	\$ 32,022	\$ 32,022	\$ -	\$ -	\$ -	18100	Per narrative, We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements.

334-1-022-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	BUILDING INSPECTIONSS	\$ 2,015	\$ 2,015	\$ -	\$ -	\$ -	18100	Per applicant, This was used for the HVAC system to make sure we could add it to our buildings. To purify our air and stop the spread of COVID.
334-1-023-20211214	Eligible	Direct Allocation	Instruction	Professional - Education Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	NEW CURRICULUM FOR REMOTE LEARNING CAPATIBLE	\$ 5,251	\$ 5,251	\$ -	\$ -	\$ -	18100	Per applicant, We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS chemistry high school adding digital courseware to make it easier to access the program during a remote or hybrid situation.
334-1-024-20211214	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	NEW CURRICULUM FOR REMOTE LEARNING CAPATIBLE	\$ 508	\$ 508	\$ -	\$ -	\$ -	18100	Per applicant, We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS physical science adding digital courseware to make it easier to access the program during a remote or hybrid situation.

Kansas CommonApp (2020)

2369-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bQPyIPGv

342_McLouth_ESSER II Plan_1102

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 | McLouth USD 342

Applicant / Mailing Address

| PO Box 40
| McLouth KS 66054-0040

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

Applicant / Email Address of Owner, CEO, or Executive Director | lillys@mclouth.org

Applicant / Phone Number | 913-796-2201

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 | McLouth USD #342

District Number | 342

Mailing Address Street Address	PO Box 40
Mailing City	McLouth
Mailing Address Zip Code	66054-0040
Authorized Representative of the District Name	Lorie Patterson
Authorized Representative of the District Position or Title	Business Manager/Board Clerk
Authorized Representative of the District Email Address	pattersonl@mclouth.org
Authorized Representative of the District Phone Number	+19137962201
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lillys@mclouth.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 experienced more students with social emotional needs and those needs have been significantly greater than in the past. Last year we had more than five students hospitalized with social emotional issues and continue to see this as a major concern this year. Although we have had a part time social worker for our special education population, our needs have increased to the point that we have had to hire a full time social worker.

Throughout the last year and half the learning opportunities have been reduced dramatically by remote education and students being in and out of school as a result of becoming COVID positive or being quarantined. We are now committed to making up for lost educational time.

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.

ESSER I funds are being used for many of the items that are listed in our application for ESSER II. We are spending ESSER I first and then will begin using ESSER II. We are not using ESSER I funds to provide premium pay for recruitment and retention incentives.

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

We will use these funds to address student learning loss and increased social and emotional needs of our students. In addition to this, we will use funds to maintain the cleanliness of our facilities during the pandemic and to provide PPE supplies for our students and staff to limit COVID exposure. We will use these funds to help recruit and retain staff in this difficult educational environment.

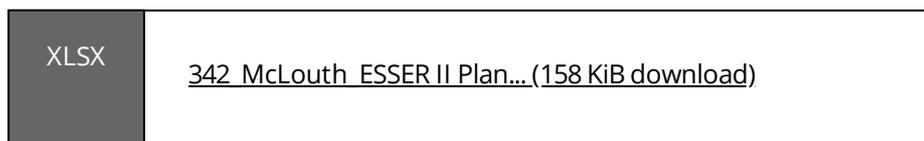
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD #342 will monitor academic progress through FastBridge, State Assessments and Local Formative Assessments. The district will monitor the SEL and disciplinary needs of our students and use that data to determine 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Lorie Patterson

Date | 11/02/2021

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

USD	District Name	Data as of
342	McLouth	11/16/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
342-1-001-20211214	Eligible	Direct Allocation	Social Work Services	Other Professional Services	10. Providing mental health services and supports	Contract with our special education interlocal to provide a half-time social worker for all students to support social emotional health, student well-being and self-care and to mitigate engagement in high-risk behaviors.	\$ 48,250	\$ -	\$ 20,250	\$ 28,000	\$ -	07-2113-340-0-02	
342-1-002-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Funding after school reading program to address learning loss for elementary students. We have three teachers providing services to 17 students from 3:30 p.m. to 5:00 p.m., Monday-Thursday	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	07-1000-111-1-02	
342-1-003-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Employer contributions for social security and medicare taxes for the three teachers providing after school instruction.	\$ 1,550	\$ -	\$ 1,550	\$ -	\$ -	07-1000-220-1-02	
342-1-004-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Employer contributions for unemployment taxes for the three teachers providing after school instruction.	\$ 25	\$ -	\$ 25	\$ -	\$ -	07-1000-260-1-02	
342-1-005-20211214	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Before COVID-19, our school nurse worked 5 hours/school day. We have increased their hours to 8+/day to help with contact tracing, testing students for COVID and all other additional protocols brought on by the pandemic. The expenditures paid by ESSER funds are for the time beyond their original 5 hrs/day.	\$ 24,695	\$ -	\$ 17,500	\$ 7,195	\$ -	07-2134-120-0-02	
342-1-006-20211214	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Employer contributions for social security and medicare taxes for the nurse's additional hours.	\$ 1,914	\$ -	\$ 1,400	\$ 514	\$ -	07-2134-220-0-02	

342-1-007-20211214	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Employer contributions for unemployment taxes for the nurse's additional hours.	\$ 35	\$ -	\$ 30	\$ 5	\$ -	07-2134-260-0-02	
342-1-008-20211214	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hired three additional paraprofessionals. Two paraprofessionals are working in kindergarten classrooms to allow smaller group instruction. The elementary's new approach to reading and math has increased small group worktime and Tier I intervention. These paras will greatly help directing those interventions and staying on task with the small groups. One paraprofessional is working in the Title department. School improvement team meetings have led us to see a need for targeted fluency and comprehension instruction as well as the occasional need for math intervention. This person will work with small groups both in the title room and classrooms as needed.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	07-1000-121-1-02	
342-1-009-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Employer contributions of health and dental insurance premiums for the three additional paraprofessionals.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07-1000-210-1-02	
342-1-010-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Employer contributions for social security and medicare taxes for the three additional paraprofessionals.	\$ 1,700	\$ -	\$ 1,700	\$ -	\$ -	07-1000-220-1-02	
342-1-011-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Employer contributions for unemployment taxes for the three additional paraprofessionals.	\$ 30	\$ -	\$ 30	\$ -	\$ -	07-1000-260-1-02	
342-1-012-20211214	Eligible	Direct Allocation	Operation of Buildings	Renting Land and Buildings	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Rent of a portable storage container that is equipped with heat/AC to use for COVID-19 testing. Unit is placed at our sports complex so known contacts do not have to enter building for testing.	\$ 3,360	\$ -	\$ 3,360	\$ -	\$ -	07-2610-441-0-02	

342-1-013-20211214	Eligible	Direct Allocation	Social Work Services	Student Services	10. Providing mental health services and supports	Value Up Culture Training - Social-emotional needs are higher than ever. Students have had disruptions in their learning routines, first with complete school shutdown and then with in-person without the ability to socially interact. The social norms and expectations they have adhered to continue to change due to COVID. This program will help students recognize that they are a valued member of the learning community and help provide them with a sense of connectedness by instilling positive social culture norms. The program will speak to students in a way that resonates with what matters to them and brings them into a collective agreement about respect, diversity and the value of others in their school community.	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	07-2113-323-0-00	
342-1-014-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be \$500 for new teachers. The retention incentive will be \$500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 9,500	\$ -	\$ 9,500	\$ -	\$ -	07-1000-111-1-02	19 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-015-20211214	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be \$500 for new paraprofessionals. The retention incentive will be \$500 for returning paraprofessionals. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	07-1000-121-1-02	6 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-016-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 960	\$ -	\$ 960	\$ -	\$ -	07-1000-220-1-02	

342-1-017-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 20	\$ -	\$ 20	\$ -	\$ -	07-1000-260-1-02	
342-1-018-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be \$500 for new teachers. The retention incentive will be \$500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	07-1000-111-2-02	6 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-019-20211214	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of paraprofessionals. The retention incentive will be \$500 for returning paraprofessionals. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-1000-121-2-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-020-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 270	\$ -	\$ 270	\$ -	\$ -	07-1000-220-2-02	
342-1-021-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-1000-260-2-02	
342-1-022-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be \$500 for new teachers. The retention incentive will be \$500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	07-1000-111-3-02	14 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

342-1-023-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 540	\$ -	\$ 540	\$ -	\$ -	07-1000-220-3-02	
342-1-024-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 10	\$ -	\$ 10	\$ -	\$ -	07-1000-260-3-02	
342-1-025-20211214	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment of a grade school counselor. The recruitment incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2100-111-1-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-026-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2100-220-1-02	
342-1-027-20211214	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2100-260-1-02	
342-1-028-20211214	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a middle school counselor. The retention incentive will be \$250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 250	\$ -	\$ 250	\$ -	\$ -	07-2100-111-2-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

342-1-029-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 20	\$ -	\$ 20	\$ -	\$ -	07-2100-220-2-02	
342-1-030-20211214	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2100-260-2-02	
342-1-031-20211214	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a high school counselor. The retention incentive will be \$250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 250	\$ -	\$ 250	\$ -	\$ -	07-2100-111-3-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-032-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 20	\$ -	\$ 20	\$ -	\$ -	07-2100-220-3-02	
342-1-033-20211214	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2100-260-3-02	
342-1-034-20211214	Eligible	Direct Allocation	Support Services (Students)	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a counselor secretary. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2100-121-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application

342-1-035-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2100-220-0-02	
342-1-036-20211214	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2100-260-0-02	
342-1-037-20211214	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a school nurse. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2134-120-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-038-20211214	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2134-220-0-02	
342-1-039-20211214	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2134-260-0-02	
342-1-040-20211214	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a school librarian. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2200-111-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application

342-1-041-20211214	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a school library paraprofessional. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2200-121-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-042-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 80	\$ -	\$ 80	\$ -	\$ -	07-2200-220-0-02	
342-1-043-20211214	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2200-260-0-02	
342-1-044-20211214	Eligible	Direct Allocation	Board of Education Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a district office secretary. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2310-121-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-045-20211214	Eligible	Direct Allocation	Board of Education Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2310-220-0-02	
342-1-046-20211214	Eligible	Direct Allocation	Board of Education Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2310-260-0-02	

342-1-047-20211214	Eligible	Direct Allocation	Office of the Superintendent	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a superintendent. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2321-110-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-048-20211214	Eligible	Direct Allocation	Office of the Superintendent	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2321-220-0-02	
342-1-049-20211214	Eligible	Direct Allocation	Office of the Superintendent	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2321-260-0-02	
342-1-050-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of an elementary school principal. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2410-111-1-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-051-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a middle school principal. The retention incentive will be \$250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 250	\$ -	\$ 250	\$ -	\$ -	07-2410-111-2-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

342-1-052-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a high school principal. The retention incentive will be \$250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 250	\$ -	\$ 250	\$ -	\$ -	07-2410-111-3-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-053-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of an elementary school secretary. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2410-121-1-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-054-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a middle school secretary. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2410-121-2-02	1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

342-1-055-20211214	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a high school secretary. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2410-121-3-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-056-20211214	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 80	\$ -	\$ 80	\$ -	\$ -	07-2410-220-1-02	
342-1-057-20211214	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 60	\$ -	\$ 60	\$ -	\$ -	07-2410-220-2-02	
342-1-058-20211214	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 60	\$ -	\$ 60	\$ -	\$ -	07-2410-220-3-02	
342-1-059-20211214	Eligible	Direct Allocation	Office of the Principal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2410-260-1-02	
342-1-060-20211214	Eligible	Direct Allocation	Office of the Principal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2410-260-2-02	
342-1-061-20211214	Eligible	Direct Allocation	Office of the Principal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2410-260-3-02	

342-1-062-20211214	Eligible	Direct Allocation	Fiscal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a business manager. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2510-121-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-063-20211214	Eligible	Direct Allocation	Fiscal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2510-220-0-02	
342-1-064-20211214	Eligible	Direct Allocation	Fiscal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2510-260-0-02	
342-1-065-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of school custodians and maintenance personnel. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	07-2600-121-0-02	6 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application
342-1-066-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 230	\$ -	\$ 230	\$ -	\$ -	07-2600-220-0-02	
342-1-067-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2600-260-0-02	

342-1-068-20211214	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of bus and van drivers. The recruitment incentive will be \$500 for new drivers. The retention incentive will be \$500 for returning drivers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 3,350	\$ -	\$ 3,350	\$ -	\$ -	07-2710-121-0-02	5 staff members will receive \$500 in premium pay. 3 staff members will receive \$250 in premium pay. 1 staff member will receive \$100 in premium pay. (Staff receiving less than \$500 work a part-time schedule) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-069-20211214	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 260	\$ -	\$ 260	\$ -	\$ -	07-2710-220-0-02	
342-1-070-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2710-260-0-02	
342-1-071-20211214	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the retention of a mechanic. The retention incentive will be \$500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-2730-121-0-02	1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-072-20211214	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 40	\$ -	\$ 40	\$ -	\$ -	07-2730-220-0-02	
342-1-073-20211214	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2730-260-0-02	

342-1-074-20211214	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for the recruitment and retention of food service personnel. The recruitment incentive will be \$500 for new food service personnel. The retention incentive will be \$500 for returning food service personnel. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	07-3100-121-0-02	5 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.
342-1-075-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for social security and medicare taxes on the premium pay incentives.	\$ 195	\$ -	\$ 195	\$ -	\$ -	07-3100-220-0-02	
342-1-076-20211214	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer contributions for unemployment taxes on the premium pay incentives.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-3100-260-0-02	
342-1-077-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Gloves and cleaning supplies for additional protocols to sanitize and clean the building during COVID.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2600-618-0-02	
342-1-078-20211214	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Prior to school closures due to COVID, we did not provide transportation for summer enrichment. We implemented transportation for summer school to boost the numbers of students who are able to attend.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	07-2710-121-0-02	
342-1-079-20211214	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer contributions for social security and medicare taxes on summer learning transportation.	\$ 115	\$ -	\$ 115	\$ -	\$ -	07-2710-220-0-02	
342-1-080-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Employer contributions for unemployment taxes on summer learning transportation.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2710-260-0-02	

342-1-081-20211214	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Vehicle gasoline for the transportation of students to/from summer learning.	\$ 250	\$ -	\$ 250	\$ -	\$ -	07-2710-626-0-02
342-1-082-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Resources and supplies for an after school reading program that was implemented in FY22 to address learning loss due to COVID.	\$ 500	\$ -	\$ 500	\$ -	\$ -	07-1000-610-1-02
342-1-083-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to the additional cleaning protocols brought on by COVID, custodial personnel often times work beyond their schedule which puts them into overtime.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	07-2600-121-0-02
342-1-084-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social security and medicare taxes for custodial overtime.	\$ 460	\$ -	\$ 460	\$ -	\$ -	07-2600-220-0-02
342-1-085-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment taxes for custodial overtime.	\$ 10	\$ -	\$ 10	\$ -	\$ -	07-2600-260-0-02
342-1-086-20211214	Eligible	Direct Allocation	Nursing Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional nursing supplies to implement health protocols to address COVID-19.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2134-610-1-02
342-1-087-20211214	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Transportation for students attending the after school reading program that was implemented in FY22 to address learning loss.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2710-121-0-02

342-1-088-20211214	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Employer contributions for social security and medicare taxes for after school reading program transportation.	\$ 383	\$ -	\$ 383	\$ -	\$ -	07-2710-220-0-02
342-1-089-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Employer contributions for unemployment taxes for after school reading program transportation.	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-2710-260-0-02

Kansas CommonApp (2020)

2230-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AvzWjWpA

351_Macksville_ESSERII Plan_1012

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 351

Applicant / Mailing Address

433 N. Gilmore
Macksville, Ks.
67557

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

Applicant / Email Address of Owner, CEO, or Executive Director | super351@usd351.com

Applicant / Phone Number | 6203483415

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 | Macksville Public Schools

District Number		351
Mailing Address Street Address		433 N. Gilmore
Mailing City		Macksville
Mailing Address Zip Code		67557
Authorized Representative of the District Name		Greg Rinehart
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		super351@usd351.com
Authorized Representative of the District Phone Number		+16203483415
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		hoganc@usd351.com

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

Prior to COVID, USD 351 Macksville was on track to meet the requirements of our new accreditation system (KESA). Teachers had bought into the system, and invested time and energy addressing KESA challenges. Changes were having a positive impact on our students.

Fast forward to the spring of 2020. Macksville did not return to school following our scheduled spring break. The virus, without prejudice, put a halt to the entire school system. No classes, KSHSAA activities, prom, graduations, a complete shutdown. Emotions ran high and rampant. Anger, disappointment, guilt, helplessness, fright, optimism, pessimism, and a superman superwoman mentality from the staff of what do you need from me.

Immediate needs of the students were addressed including grab-n-go meals. Teachers redesigned lessons that were taught via the internet and all students were issued a school owned Chromebook and other necessary supplies.

We cannot provide data proving any disproportionate impact on any special population. Loss of learning was apparent for all students as noticed by all teachers when the district returned to face-to-face learning in the fall of the next school year.

The district has incurred significant expenses due to the pandemic. Hand sanitizer, soap, masks, paper products, disposable plates, plastic ware, technology, overtime, additional staff, just to mention some. Stress can be observed throughout the district and the community while remaining open remains challenging. Teacher vacancies, substitute teachers, cooks, bus drivers, paraprofessionals, mask mandates, quarantines, vaccinations, and chronic absenteeism are of major contributors. The capability to "pivot" cannot be over exaggerated.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

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

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

A much needed new HVAC system will upgrade the district facilities to improve indoor air quality and reliability of indoor air to enhance student and staff safety, comfort and achievement. This shall include replacement of indoor / outdoor systems that currently do not have capability to provide minimum ventilation requirements and/or heating & cooling requirements for the ventilation, temperature controls associated with these systems to provide proper ventilation control, test & balance of water and airflow systems to ensure proper operation, labor costs for installation and design costs for engineering. Many of the current HVAC systems serving the school district do not provide adequate ventilation to meet (or exceed) ASHRAE 90.1. Some of these systems are beyond their serviceable life and no longer can provide their design capabilities and others were installed without ventilation consideration. The systems have direct digital controls (DDC) that are exceeding their serviceable life as well. The controls are no longer able to properly control actuators servicing dampers for ventilation requirements. By replacing this equipment and controls, the district will be able to provide adequate fresh air to many of the systems and be able to properly heat / cool with the additional ventilation load.

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 plans to utilize an engineer to design each of the improvements. Once design is complete, construction documents will be issued to bidders to perform a competitive bidding process. The improvements that are recommended, will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance. Replacement and disposal of R-22 refrigerants will move systems to a safer refrigerant for the environment. Improved controls will allow the district to monitor CO2 and fresh air quantities to ensure proper quantities are controlled at all times.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Greg Rinehart

Date | 10/25/2021

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

USD	District No	Data as of
351	Macksville	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
351-1-001-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.	\$ 90,016	\$ -	\$ 90,016	\$ -	\$ -	96	The Applicant provided Like all hazards, risk can be reduced but not eliminated. USD 351 will implement not only an efficient, high air filtration HVAV system to help control the spread of COVID, but also some non-HVAC mitigation as a first line of defense. CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation to reduce the spread of disease and lower the risk of exposure. Requirements will include improving central10 air filtration to the MERV-1311, and keeping the systems running longer hours, 24/7 if possible. In addition to ventilation improvements, the layered approach includes physical distancing, wearing of face masks, hand hygiene, and vaccination. Also, in addition to the policies described above, non-HVAC mitigation procedures will include, increasing disinfection of frequently touched surfaces, continued availability of hand sanitation dispensers and replace as needed, continue providing all students and staff with their own water bottle to be refilled at bottle filling stations already in place, increase outdoor air ventilation where appropriate, and consider portable room air cleaners with HEPA filters. The recommended improvements will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance. Replacement and disposal of R-22 refrigerants will move systems to a safer refrigerant for the environment. Improved controls will allow the district to monitor CO2 and fresh air quantities to ensure proper quantities are controlled at all times. Allowable if CDC guidelines are met. Capital Improvement documentation required.
351-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.	\$ 69,808	\$ -	\$ 69,808	\$ -	\$ -	96	See response above. Allowable if CDC guidelines are met. Capital Improvement documentation required.

351-1-003-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies-Technology Related	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	Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.	\$ 23,882	\$ -	\$ 23,882	\$ -	\$ -	96	See response above. The recommended improvements will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance. Replacement and disposal of R-22 refrigerants will move systems to a safer refrigerant for the environment. Improved controls will allow the district to monitor CO2 and fresh air quantities to ensure proper quantities are controlled at all times. Allowable if CDC guidelines are met. Capital Improvement documentation required.
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Kansas CommonApp (2020)

2317-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



opGMAJOQ

355_Ellinwood Public Schools_ESSER II Plan_1029

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	Ellinwood Public Schools-USD 355
Applicant / Mailing Address	
300 N. Schiller St. Ellinwood, KS 67526	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	bjacobs@usd355.org
Applicant / Phone Number	620-564-3226

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	Ellinwood Public Schools
District Number	355

Mailing Address Street Address	300 N. Schiller St.
Mailing City	Ellinwood
Mailing Address Zip Code	67526
Authorized Representative of the District Name	Ben Jacobs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bjacobs@usd355.org
Authorized Representative of the District Phone Number	+16205643226
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	bellriott@usd355.org

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

In our district of approximately 400 students, there has been a significant emotional and educational effect on staff and students. As a relatively homogenous district, there haven't been any disproportionate impacts on any one subgroup. Instead, the effects have been experienced entirely across the district. Many students struggled with technology access/knowledge throughout the pandemic, particularly with aspects of remote learning. Teachers had to pivot completely to an entirely new paradigm. Trying to created structure and meaning was frustrating for all parties. It eventually reached the point where we had to eliminate our elective remote learning option, as it was simply creating too significant a learning loss for students (failing grades, lost credits, etc...) and too much of a hindrance to quality instruction for our teachers. Morale was extremely low, as exhibited by surveys and conversations.

Surveys to parents and staff revealed a pretty even split among remote, hybrid, or onsite learning at the beginning of the 20-21 school year. By the end of the year, sentiment was generally for a completely normal reopening and operating of schools. During this period, we experienced an increase to the number of counselor and family engagement specialist interventions, an decrease in academic performance as identified by a variety of outcomes (including reduced elective performance opportunities-fine arts, athletics, etc...). This has damaged morale and has created difficulties in trying to retain quality staff, as many have left the district and some even have left the field of education.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

The district intends to utilize its ESSER II Funds in the following two areas:

1. Purchasing Educational Technology

The district plans to purchase laptops, iPads, and Chromebooks to improve device access to all students, particularly those that may require a remote learning environment. The district believes it is critical that device access and operability is maintained during this pandemic period. Some deficiencies were reported by parents and students in this area as we implemented remote learning. This will also ensure teachers and other relevant staff have the capacity

to deliver content and information to those students in a confident, predictable manner that promotes operational efficiency.

2. Activities that are Necessary to Maintain the Operation of and Continuity of Services

The district plans to provide premium pay for all staff related to additional duties to accommodate the COVID environment and for the retention of the district's highly qualified staff members. The district will utilize this premium pay for all staff in order compensate staff for additional duties that they continue to fulfill through the end of the 2021-2022 school year and to appropriately retain highly qualified employees so that learning may be facilitated by the best staff possible. Living in a rural area, staff retention is always a significant issue, and turnover is almost always detrimental to the learning process. Ideally, this premium pay will address these additional duties and allow for the retention of staff to the greatest extent possible.

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 be utilizing a variety of data points to determine the impact of ESSER II expenditures. The first will be feedback from parents, students, and staff on the access and operability of device technology throughout the district. Secondly, the district will monitor all aspects of remote learning and track student performance for remote learners to identify the effects of these new devices. Finally, the district will review retention numbers after the 2021-2022 school year and compare it to historical retention data to determine to what extent this premium pay affected the district's ability to retain its highly qualified staff.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Ben Jacobs

Date | 10/29/2021

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

USD	District No	Data as of
355	Ellinwood	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
355-1-001-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 355 will purchase device technology (laptops, iPads, and Chromebooks) to increase access and effectiveness of remote learning, when needed due to Covid illness or quarantine, particularly for those students that have limited access to such technology. Additional access to this technology will also assist students as they work to recover learning loss incurred in the pandemic.	\$ 142,140	\$ -	\$142,140	\$ -	\$ -	07-4597-000-00-00	Please see additional email information for the cost breakdown of the technology purchase.
355-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 teachers will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 59,746	\$ -	\$ 59,746	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea. Per additional call with Supt 11-18-21, Primary objective of rows 16-23 is retention pay, but also recognizing that staff provided premium pay are performing duties beyond their typical duties. This includes additional cleaning protocols in classrooms, other parts of the buildings and busses; moving furniture to enact social distancing protocols; additional supervision as students are organized into smaller groups for instruction; in the library, additional book sanitation; janitorial and food service workers are changing filters more often, dealing with additional trash work to to disposable items; and teachers planning remote lessons for students in quarantine.

355-1-003-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The USD 355 Director of Library and Media Services will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 1,615	\$ -	\$ 1,615	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
355-1-004-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 aides will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 19,377	\$ -	\$ 19,377	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
355-1-005-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 Central Office staff will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 8,074	\$ -	\$ 8,074	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
355-1-006-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 principals will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 3,230	\$ -	\$ 3,230	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
355-1-007-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 secretaries will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 8,074	\$ -	\$ 8,074	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
355-1-008-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 custodians and food service staff will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 19,915	\$ -	\$ 19,915	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea

355-1-009-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 355 bus drivers will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.	\$ 5,383	\$ -	\$ 5,383	\$ -	\$ -	07-4597-000-00-00	Per supt, full time employees will receive \$1500 ea; part time employees \$1000 ea
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Kansas CommonApp (2020)

2273-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VOBoArMj

395_LaCrosse_ESSER II Plan_1014

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 395

Applicant / Mailing Address

616 Main Street
P.O. Box 778
LaCrosse, KS 67548

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

Applicant / Email Address of Owner, CEO, or Executive Director | bjeekey@usd395.org

Applicant / Phone Number | 785-222-2505

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 | Unified School District No. 395

District Number		395
Mailing Address Street Address		PO Box 778
Mailing City		La Crosse
Mailing Address Zip Code		67548
Authorized Representative of the District Name		Helen Showalter
Authorized Representative of the District Position or Title		Deputy Clerk
Authorized Representative of the District Email Address		hshowalter@usd395.org
Authorized Representative of the District Phone Number		+17852222505
Would you like to additional district representatives to the application?		No

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

COVID-19 has had a wide impact on the students, staff and families of USD 395. Unforeseen obstacles have risen in the wake of the pandemic, affecting a significant number of households. The inability to return to school at the start of the pandemic altered student success overall.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

Funds will be utilized for health and safety of students and staff within the USD 395 and towards the continued success of all 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?

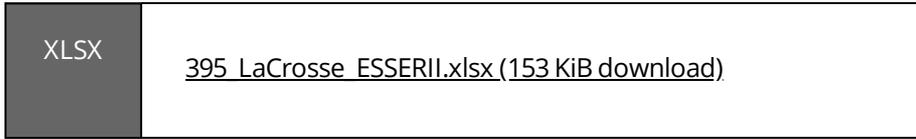
The district will use a combination of communication with students, teachers, parents and staff, etc. to determine the continued impact from COVID-19 and the impact ESSER II expenditures have on our district outcomes.

Notes on ESSER II application Excel template:

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

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Helen Showalter

Date | 10/22/2021

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

USD	District Name	Data as of
395	LaCrosse	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
395-1-001-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We are purchasing 18 new Clear Touch boards to use in our classrooms to help us address learning loss that occurred over the past year. This technology will allow our teachers to spend more time engaging the students and will also allow for better social distancing. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning, as well as provides professional training for staff.	\$ 59,857	\$ -	\$ 59,857	\$ -	\$ -	28-000-1000-736	These clear touch boards will allow our teachers to deliver video classroom instruction or video conferencing via Zoom for remote learners in covid quarantine, have tested positive or the school needs to shut down for any extended time or go to a hybrid learning environment. These machines have the capability of Zooming in on several students at once along with a 3-d view of the classroom while the main screen is showing instructional materials. All at once!! You can use many conferencing call applications, as well as share the screens of websites being used, or the applications open. There is a white board option too as well, which offers both the online learners and the in class learners a clear view of materials being presented. These clear touch boards will be a very valuable teaching tool for all of our teachers to use. As far as addressing learning loss, the clear touch boards will allow interactive instruction from the teacher as well as peer-tutoring strategies that any student absent for any extended period of time for any reason could use to help each other catch up with lost instruction! I believe these interactive TVs will allow those remote students a more interactive experience rather than being placed on an iPad, trying to see and hear appropriately
395-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be a new position and we are requesting funds to support the teacher's salary for this area.	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	28-000-1000-110	

Kansas CommonApp (2020)

2322-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qvmNwZZy

USD 410_Durham-Hillsboro-Lehigh_ESSER II Plan_1028

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 410
Applicant / Mailing Address	
416 S. Date Street Hillsboro, KS 67063	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Max Heinrichs, Superintendent of Schools
Applicant / Email Address of Owner, CEO, or Executive Director	usd410.esser@usd410.net
Applicant / Phone Number	620-947-3184

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	Durham-Hillsboro-Lehigh
--------------------	-------------------------

District Number		410
Mailing Address Street Address		416 S. Date
Mailing City		Hillsboro
Mailing Address Zip Code		67063
Authorized Representative of the District Name		Max Heinrichs
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		max.heinrichs@usd410.net
Authorized Representative of the District Phone Number		+16209473184
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		jerry.hinerman@usd410.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.

Due to the COVID-19 pandemic, we incurred significant additional expenses with the necessary supplies to increase the frequency of cleaning and sanitizing classrooms and common, high-touch areas. For student and staff health and safety purposes, we also had to purchase supplies including thermometers, masks, hand sanitizer, and other items and equipment to help with personal protection. Examples include cleaning supplies, Plexiglas barriers, and staff time to distribute and assemble these items. Learning loss was evident with those whose families elected to use virtual learning as their mode of learning. Also, due to being in a hybrid learning model at the middle/high school we were not able to dive as deep into subject matter as we did in pre-COVID years. We did not miss a day of school, but we dealt with student, staff, and administration isolations and quarantines. Our at-risk population took a big hit in the area of learning loss. The social and emotional impact on students was evident all year as they felt an uncertainty of what could happen next. We did add a social worker (partners TASN & Prairie View) to each of our buildings to help us with student anxiety.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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 410 plans to use the ESSER II direct district allocation to fund a window replacement project in our Hillsboro Elementary School Building. Currently many of the windows in our HES building do not open or have been replaced with solid glass panes due to structural and window repairs over the years. While this is good for the heating and cooling of our HES building, we are missing out on the abundance of fresh air we can get into our buildings. This dilemma affects our ability to get fresh air into our buildings, which in turn causes the spread of the COVID 19 virus creating a safety issue for those who learn and work in our HES building. This project will include;
Elementary School Window Replacement:

- 34 vents and 22 egress in windows \$225,000-\$250,000

- Architectural fee \$14,250

Total estimated cost \$239,250 - \$264,250

The USD 410 ESSER II funding is \$254,615, so we will need all the available ESSER II funding to fund our HE Window replacement project. We may use some of our ESSER III funds to complete this project if the bids go higher than expected.

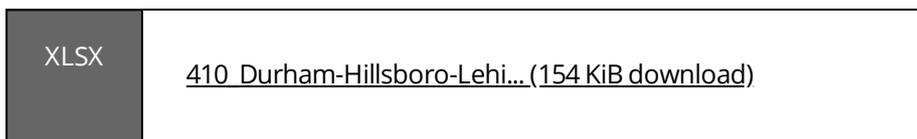
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our goal for this project is to not only reduce the spread of COVID 19 in our Hillsboro Elementary School building but to also make it a better place to learn, work, play, and grow for students, faculty, staff, and administration there on a regular basis. It is a proven fact that the introduction of the proper amount of fresh air increases student learning. This will ultimately provide our people with a safer learning and working environment.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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

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

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

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Max Heinrichs

Date | 10/28/2021

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

USD	District Name	Data as of
410	Durham-Hillsboro	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
410-1-001-20211214	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	We will replace the windows in our Hillsboro Elementary School (HES) building to improve our air flow and fresh air available. The fresh air will improve our ability to prevent COVID 19 and improve our learning environment for all those who learn and work in our HES building.	\$ 240,365	\$ 240,365	\$ -	\$ -	\$ -	47 E 4700 450 0100 000	Allowable if CDC guidelines are met. Per narrative: USD 410 plans to use the ESSER II direct district allocation to fund a window replacement project in our Hillsboro Elementary School Building. Currently many of the windows in our HES building do not open or have been replaced with solid glass panes due to structural and window repairs over the years. While this is good for the heating and cooling of our HES building, we are missing out on the abundance of fresh air we can get into our buildings. This dilemma affects our ability to get fresh air into our buildings, which in turn causes the spread of the COVID 19 virus creating a safety issue for those who learn and work in our HES building. This project will include; Elementary School Window Replacement:• 34 vents and 22 egress in windows \$225,000-\$250,000• Architectural fee \$14,250 Total estimated cost \$239,250 - \$264,250 The USD 410 ESSER II funding is \$254,615, so we will need all the available ESSER II funding to fund our HE Window replacement project. We may use some of our ESSER III funds to complete this project if the bids go higher than expected.
410-1-002-20211214	Eligible	Direct Allocation	Architecture and Engineering	Other Professional Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Architect fees for designing and putting together the project and bid documents for our Hillsboro Elementary School Window Project	\$ 14,250	\$ 14,250	\$ -	\$ -	\$ -	47 E 4300 340 0000 000	Allowable if CDC guidelines are met. Per narrative, see line above.

Kansas CommonApp (2020)

2382-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XVyegrVI

469_Lansing_ESSER II Plan_1103

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 | Lansing

Applicant / Mailing Address

| 200 East Mary
| Lansing, KS 66043

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

Applicant / Email Address of Owner, CEO, or Executive Director | dan.wessel@usd469.net

Applicant / Phone Number | 9137271100

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 | Lansing

District Number | 469

Mailing Address | Street Address | 200 East Mary

Mailing | City | Lansing

Mailing Address | Zip Code | 66043

Authorized Representative of the District | Name | Daniel Wessel

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | dan.wessel@usd469.net

Authorized Representative of the District | Phone Number | +19137271100

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 seen the learning loss throughout our Fastbridge testing for all students in the Fall screening period of 2021. USD469 has also seen an increase in staff retirement and burnout through this time.

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 spend the rest of our ESSER I dollars on additional after school opportunities for our students.

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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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.

We propose to use our ESSER II funds to provide premium pay for retention of our staff. We have seen an increase in staff leaving our district due to the increase expectations and stress caused through the pandemic. We will also purchase equipment for our teachers to be able to provide additional video learning opportunities for our students and families.

Additionally, we will provide additional learning opportunities through our service center to provide high quality professional development for our leaders. Being able to increase our capacity as we attack learning loss is an important step for our district.

We also will re-institute a summer school option for our students that we removed 6 years ago.

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 track our retention of staff from year to year. Additionally, we will use FastBridge to assess our student learning from year to year, with special note of our summer school 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.
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(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

transaction by any federal department or agency.

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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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 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.

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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, 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.

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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 if the local educational agency.

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

Certification

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

Electronic Signature | Daniel J. Wessel

Date | 11/09/2021

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

USD	District Name	Data as of
469	Lansing	11/16/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
469-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The expenditures will be used to provide premium pay for retention of staff throughout the pandemic. We will provide retention pay for staff to maintain current staffing numbers throughout our district. This will be for all staff and paid at the end of first semester for those that are employed during the first semester of Fall2021 and paid at the end of the Spring Semester 2022	\$ 225,000	\$ -	\$225,000	\$ -	\$ -	44 E 1000 110 0000 000	225 staff – 500 per semester for a total of \$100 per year
469-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The expenditures will be used to provide premium pay for retention of staff throughout the pandemic. We will provide retention pay for staff to maintain current staffing numbers throughout our district. This will be for all staff and paid at the end of first semester for those that are employed during the first semester of Fall2021 and paid at the end of the Spring Semester 2022	\$ 200,000	\$ -	\$200,000	\$ -	\$ -	44 E 1004 120 0000 000	200 staff – 500 per semester for a total of \$100 per year
469-1-003-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Upgrade Laptop computers for teaching staff to be able to support current expectations for lessons and video.	\$ 204,000	\$ -	\$104,000	\$ 100,000	\$ -	44 E 1000 700 0000 000	Upgrading to an Apple MacBook Air – with a Mosyle Management Software. Ordering 200 devices for 1020.0

469-1-004-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Signed up for SIS services through Greenbush after having not had it for the last three years to help with our implementation of new programming for COVID loss.	\$ 58,812	\$ -	\$ 18,812	\$ 20,000	\$ 20,000	44 E 2213 330 0000 000	
469-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide summer school opportunities for students in need.	\$ 90,000	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	44 E 1000 110 0000 000	Estimated: 6 teachers Per Year at Lower Grades, 4 at Secondary Level. 60 students at Elementary level per year, 75 students per year at Secondary

Kansas CommonApp (2020)

2325-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EYMwboxbE

494 Syracuse Esser II

10/21/21

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 | USD No. 494

Applicant / Mailing Address

| PO Box 1187
| Syracuse, KS 67878

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

Applicant / Email Address of Owner, CEO, or Executive Director | ssmith@usd494.net

Applicant / Phone Number | 6203847872

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) | 48-0721400

Application details

Full District Name | Syracuse School District

District Number		494
Mailing Address Street Address		PO Box 1187 103 W Ave F
Mailing City		Syracuse
Mailing Address Zip Code		67878
Authorized Representative of the District Name		Sami Smith
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		ssmith@usd494.net
Authorized Representative of the District Phone Number		+16203847872
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.

USD 494 was able to complete the 2020-21 school year with face to face learning for the entire school year. Throughout the year classrooms and grade levels did face quarantine challenges where the district had to offer remote learning. District administration has made the decision to allocate the funds for regaining academic time and learning loss due to COVID. Evaluation of learning loss continues to be the focus of administration. With the focus on various acadmeic testing scores.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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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.

USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. In addition summer school will be offered to students PreK through 12th.

After consideration of many data points USD 494 Board of Education has decided to use part of the funds on "inspection, testing, maintenance, repairs, replacement and upgrade projects to improve the indoor air quality in school facilities".

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 494 will monitor student progress in those participating in the extra academic opportunities to make sure they are improving in that area. We will look closely at students who are exceptionally in need of extra academic support to see if their learning gap has begun to close.

In an attempt to meet or exceed the AMERICAN SOCIETY OF HEATING REFRIGERATION ENGINEERS (ASHRE) standards of indoor quality, it will only assist students and staff with a better, cleaner, healthier learning environment. It is the hope of USD 494 that better quality air will help to keep all students and staff in school more often.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

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Certification

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Electronic Signature | Samantha S Smith

Date | 11/08/2021

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

USD	District Name	Data as of
494	Syracuse	11/16/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
494-1-001-20211214	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers pay for summer school	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	39-5-1000-100-03	Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. In addition summer school will be offered to students PreK through 12th. Per applicant, 11 certified staff teaching summer school 5 hours per day for 3 weeks for approximately 75-100 students. In addition to the certified staff we will have 5 paraprofessionals assisting.
494-1-002-20211214	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Paraprofessionals pay for summer pay	\$ 11,000	\$ -	\$ 5,500	\$ 5,500	\$ -	39-5-1000-100-03	See Row 1
494-1-003-20211214	Eligible	Direct Allocation	Food Services Operations	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	We will provide meals for the students in after school programs	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	39-5-3100-600-00	Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID.
494-1-004-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies needed for summer school	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	39-5-1000-600-01	
494-1-005-20211214	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Addressing learning loss among students due to COVID 19	\$ 37,287	\$ -	\$ 24,500	\$ 12,787	\$ -	39-5-1000-100-01	Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. Per applicant, 9 certified teachers, 2 paras for 75 students twice a week for 20 weeks - Phonics Club. After school phonics club utilizing pathways to reading curriculum.

494-1-006-20211214	Eligible	Direct Allocation	Support Services - Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Addressing learning loss among students due to COVID 19	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	39-5-2200-1000	See Row 5
494-1-007-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Supplies for personal protection and sanitation for the staff and students	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	39-5-2600-6000	Per applicant, We will continue to purchase the additional cleaning supplies, hand sanitizer and towels. In addition to the water bottle stations we installed last year we would like to add a few more in necessary places. We would like to purchase more Pro-T Backpack Vacuums for the custodial staff.
494-1-008-20211214	Eligible	Direct Allocation	Social Work Services	Purchased Professional & Technical Services	10. Providing mental health services and supports	Providing support to staff to help with social emotional needs	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	39-5-2113-3000	Per applicant, We will have on going consultant fees to provide staff support so they know how to correctly support, recognize and handle situations and the emotional needs our students may have.
494-1-009-20211214	Eligible	Direct Allocation	Site Improvement	Construction Services (Outside Contractors)	10. Providing mental health services and supports	To provide quality air for the health of our staff and students.	\$ 350,000	\$ -	\$350,000	\$ -	\$ -	39-5-4600-0000	Per applicant, Due to construction cut in a 2014 bond issue, HVAC equipment was removed from the major facility and this will allow us to bring back the original design of equipment. We built a gym and the systems are installed however there isn't any duct work to certain portions of the building. Therefore, we will have the duct work installed with electricity to the weight room, the locker rooms, and throughout the building. The building is not adjacent to any other of our buildings. It holds a gymnasium, weight room, walking path, concession stand and area, 6 locker rooms, 3 offices and storage rooms. The \$350,000 covers the duct work, electrical, gas. It does not cover the unit. Per conversation with applicant, the electricity and gas are directly related to the HVAC. Allowable if CDC guidelines are met. Capital Improvements documentation required.

Kansas CommonApp (2020)

2073-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XZvBKGvX

496 Pawnee Heights_ESSER II Plan_0915

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	Pawnee Heights USD 496
Applicant / Mailing Address	
PO Box 98	
Rozel KS 67574	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Brian Spencer
Applicant / Email Address of Owner, CEO, or Executive Director	brianspencer@phtigers.net
Applicant / Phone Number	7852140243

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)	480724834
Applicant / Website Address (if applicable)	phtigers.net

Application details

Full District Name	Pawnee Heights
District Number	496
Mailing Address Street Address	PO Box 98, 100 West Grand
Mailing City	Rozel
Mailing Address Zip Code	67574
Authorized Representative of the District Name	Brian Spencer
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	brianspencer@phtigers.net
Authorized Representative of the District Phone Number	+16205274212
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	Tracinuckols@phtigers.net
Other District Representative 2 Email Address	daveclapham@phtigers.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.

USD 496 Pawnee Heights was forced to move all education to remote learning in the Spring of 2020 and at various times during the 2020-2021 School year. There were also students who attended the entire 2020-2021 year remotely. Fortunately, we have been able to remain open and offering in-person school during the 2021-2022 year. Offering remote learning required significantly more planning, technology and training for staff and students, and although the effort was there, the negative impact on students and staff was also significant.

Many courses required new curriculum enhancements as well as increased technology demands to present lessons remotely. Preliminary testing data from the fall of 2021 identify 40% of students are behind grade level expectations in reading and math, much of this could easily be attributed to remote learning and other pandemic issues. Fifty percent of our student population meet the low SES status to be identified as At-Risk, but the reality is the percentage is greater. All students eat free this year whether they completed the Household Economic Survey form or not. The official 50% number is calculated using the surveys completed.

Beyond the issues already listed are significant physical plant issues. Increased cleaning and disinfecting require additional staffing. New cleaning supplies and methods were adopted and continue to be employed. Additional space to allow for social distancing, especially in "common spaces" such as the cafeteria were required, but that meant repurposing space that had previously been used for educational enrichment or support. More space is needed!

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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.

Learning Loss and further student academic assessment will be addressed by Implementing a Multi-tiered Interventions program using Fastbridge as our universal screener. Summer school and other learning opportunities will be available over the next two years. This will increase teacher demands and will require additional salary. Technology related issues will be addressed by purchasing newer, higher functioning machines and peripherals. Continuing to more fully clean and sanitize the building will be addressed through hiring additional staff. The quest for more space will require architect and engineering services to guide the district through remodeling existing and newly acquired space. Air quality issues will also require engineering services as well as purchasing and installing new equipment. Additionally, more administrative time for someone to develop, facilitate, monitor, and oversee the implementation and maintenance of these COVID Initiatives may be required. (A Covid Response Coordinator)

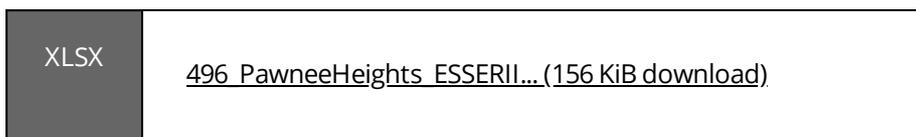
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The most important aspect of these COVID initiatives is reducing and ultimately eliminating learning gaps created during the pandemic, and keeping students and staff healthy. We will monitor and assess the impact of our academic Interventions plan through implementing Fastbridge with fidelity across the student population. We will desegregate the data by the appropriate demographic groups in the district. Low SES students will be a priority in the process, but all students will be served. The goal would be for all students to be achieving grade level expectations within the next three years. Fewer absences will indicate the success of the increased cleaning and disinfecting throughout the facilities as well as improved air quality. Less crowding and a more "relaxed" feeding process with fewer time restraints as well as an increase in space for academic enrichment and support will reveal the impact of the quest for more space.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Brian Spencer

Date | 10/13/2021

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

USD	District Na	Data as of
496	Pawnee H	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
496-1-001-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Up to \$10,000 for increased administrative time and training to implement the district response efforts.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	92	Applicant responded via email: I am a part time superintendent. I am contracted to be in the district two days a week. We were not anticipating the additional workload of a large scale COVID Response when the board and I agreed on the terms of the contract. This would be for time spent working on COVID that can't be completed during my regular contracted time.
496-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Part time Custodial staff whose priority is cleaning and disinfecting high traffic areas and "touch points"	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	92	
496-1-003-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New student devices as well as webcams, document cameras, speakers etc. to allow for better delivery of instruction.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	92	Relate to COVID-19; Applicant responded via email: 30 student machines, cases and licensing for those machines would allow all students in the district to have machines capable of processing two way audio and video streaming if it is ever necessary to go back to remote learning.
496-1-004-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of Fastbridge as our Universal Screener for our newly developed and implemented Tiered System of Support. This allows us to identify, address, and monitor learning loss associated with COVID issues.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	92	

496-1-005-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Research and development of a plan to develop more space to allow social distancing and better air quality for students and staff. Preliminary costs would be for Architecture fees and purchase of a local facility available for expansion.	\$ 16,364	\$ -	\$ 16,364	\$ -	\$ -	92	Applicant responded via email: We are in negotiations with the local Church Conference to purchase the building. We will submit our first "official" offer to purchase the Church this week. Obviously, we don't know if they will accept that initial offer. The budget amount will not cover purchasing the building and the fees associated with the architects and engineers that will be involved if we are successful in purchasing the much needed space to allow us to more effectively social distance to mitigate COVID-19 spread.
496-1-006-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Tight spaces in older buildings with radiant heat and non-circulating cooling systems create air quality issues for everyone in the building. COVID is easily transmitted in such situations, but is mitigated by cleaner, filtered air. Updating and installing new systems are imperative to creating better air quality for everyone in the buildings.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	92	Is this a reimbursement (completed)?; Applicant responded via email: This should have been for the FY 22. We have not selected the specific systems to be installed in the facilities at this point. If we are able to proceed with the master plan to spread the students into another facility to mitigate social distancing issues, we will address air quality in that building first. That will require different equipment than what is needed to address the issues in our current setting for all students. We have Capital Outlay money as well as Contingency Reserve funds available to address this issue. We are also prepared to enter into a Lease/Purchase Agreement if we are able to secure the building and address the COVID issues in a much more effective way.

ESSER II Change Request Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	108	Washington Co. Schools	365	53%	\$ 259,823	\$ 259,823	100%	\$ 259,823	\$ 259,823	\$ -	100%	\$ 712
2	109	Republic County	481	50%	\$ 321,806	\$ 321,806	100%	\$ 321,806	\$ 321,806	\$ -	100%	\$ 669
3	211	Norton Community Schools	620	42%	\$ 439,659	\$ 378,794	86%	\$ 378,794	\$ 378,794	\$ -	100%	\$ 611
4	212	Northern Valley	122	47%	\$ 109,475	\$ 109,475	100%	\$ 109,475	\$ 109,475	\$ -	100%	\$ 897
5	234	Fort Scott	1,737	58%	\$ 1,815,622	\$ 1,815,622	100%	\$ 1,815,622	\$ 1,815,622	\$ -	100%	\$ 1,046
6	253	Emporia	4,187	58%	\$ 2,757,581	\$ 2,757,581	100%	\$ 2,757,581	\$ 2,757,581	\$ -	100%	\$ 659
7	259	Wichita	45,158	77%	\$ 75,503,105	\$ 58,139,604	77%	\$ 43,589,144	\$ 43,589,144	\$ (14,550,460)	100%	\$ 965
8	281	Graham County	388	57%	\$ 263,016	\$ 263,016	100%	\$ 263,016	\$ 263,016	\$ -	100%	\$ 679
9	288	Central Heights	482	49%	\$ 343,315	\$ 343,315	100%	\$ 343,315	\$ 343,315	\$ -	100%	\$ 712
10	299	Sylvan Grove	231.70	48%	\$ 182,405	\$ 182,405	100%	\$ 106,583	\$ 106,583	\$ (75,822)	100%	\$ 460
11	309	Nickerson	1,030.70	51%	\$ 723,530	\$ 723,530	100%	\$ 723,530	\$ 723,530	\$ -	100%	\$ 702
12	323	Rock Creek	1,161.00	23%	\$ 348,713	\$ 348,713	100%	\$ 348,713	\$ 348,713	\$ -	100%	\$ 300
13	358	Oxford	324.20	40%	\$ 176,452	\$ 176,452	100%	\$ 176,452	\$ 176,452	\$ -	100%	\$ 544
14	374	Sublette	376.60	70%	\$ 295,197	\$ 276,896	94%	\$ 295,197	\$ 276,896	\$ -	94%	\$ 735
15	385	Andover	4,915.90	8%	\$ 1,474,843	\$ 1,474,843	100%	\$ 1,474,843	\$ 1,474,843	\$ -	100%	\$ 300
16	426	Pike Valley	201.50	49%	\$ 130,463	\$ 130,463	100%	\$ 130,463	\$ 130,463	\$ -	100%	\$ 647
17	430	South Brown County	464.70	59%	\$ 593,626	\$ 593,626	100%	\$ 593,626	\$ 593,626	\$ -	100%	\$ 1,277
18	446	Independence	1,898.00	65%	\$ 2,749,717	\$ 2,749,717	100%	\$ 2,749,717	\$ 2,749,717	\$ -	100%	\$ 1,449
19	452	Stanton County	429.00	60%	\$ 358,777	\$ 358,777	100%	\$ 358,777	\$ 358,777	\$ -	100%	\$ 836
20	456	Marais Des Cygnes Valley	208.50	57%	\$ 198,957	\$ 198,872	100%	\$ 198,872	\$ 198,872	\$ -	100%	\$ 954
21	458	Basehor-Linwood	2,432.40	12%	\$ 729,150	\$ 360,682	49%	\$ 360,682	\$ 360,682	\$ -	100%	\$ 148
22	470	Arkansas City	2,674.00	68%	\$ 2,531,321	\$ 2,531,321	100%	\$ 2,531,321	\$ 2,531,321	\$ -	100%	\$ 947
23	475	Geary County Schools	7,205.70	50%	\$ 6,117,590	\$ 6,117,590	100%	\$ 6,117,590	\$ 6,117,590	\$ -	100%	\$ 849
24	483	Kismet-Plains	591.50	75%	\$ 589,038	\$ 589,038	100%	\$ 589,038	\$ 589,038	\$ -	100%	\$ 996
25	489	Hays	3,081.10	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	\$ 1,635,951	\$ -	100%	\$ 531
26	500	Kansas City	21,058.10	88%	\$ 36,708,777	\$ 36,708,777	100%	\$ 36,708,777	\$ 36,708,777	\$ -	100%	\$ 1,743
Total			101,823	66%	\$ 137,357,909	\$ 119,546,688	87%	104,938,707	\$104,920,406	\$ (14,626,282)	100%	\$ 1,030

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

Kansas CommonApp (2020)

2431-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VBejrOZo

108_Washington County_ESSER II_Change

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 108 Washington County Schools
Applicant / Mailing Address	101 W College St, Washington, KS 66968
Applicant / First and Last Name of Owner, CEO, or Executive Director	Denise O'Dea
Applicant / Email Address of Owner, CEO, or Executive Director	dodea@usd108.org
Applicant / Phone Number	7853252261

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)	841706730
Fiscal Agent / Name (if applicable)	Amy Anderson
Fiscal Agent / Email (if applicable)	aanderson@usd108.org
Fiscal Agent / Mailing Address (if applicable)	101 W College St, Washington, KS 66968

Application details

Full District Name	Washington County Schools
District Number	108
Mailing Address Street Address	101 W College St
Mailing City	Washington
Mailing Address Zip Code	66968
Authorized Representative of the District Name	Denise O'Dea
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dodea@usd108.org
Authorized Representative of the District Phone Number	+17853252261
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	aanderson@usd108.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 all learners in the district. On our winter Fastbridge assessments 55% of all students were categorized as either some at-risk or high at-risk in either reading or math, or both.

The 10% of our students classified as ELL were disproportionately impacted by an interruption in school services. Over 90% of these students are classified as some or high risk on Fastbridge reading and math assessments. In addition, about 75% of our ELL families lack internet connection in their homes, so remote learning can be a challenge. Research tells us these students need both summer remediation and enrichment programs.

Our at-risk student population is around 60%, depending on the situation putting them at-risk. These students also fell further behind over last March-May and the summer months of 2020. Over 55% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students need both summer remediation and enrichment programs.

Covid also made us acutely aware of the social-emotional needs of students and families in poverty. These students suffered from a lack of connection to caring adults and these families lack the ability to access community resources that are available to support them.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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.

Premium pay for staff due to increased duties; June 2022 summer school and ELL summer school to address learning loss due to the pandemic; books for book-study to assist staff in dealing with social-emotional needs of students due to the pandemic; water bottles and welding helmets for individual student use to prevent cross contamination; water fountain spout covers to prevent cross contamination; HVAC unit for weightroom to improve ventilation and air flow; custodial assistant wages to sanitize individual student water bottles daily; nurse overtime wages for student and staff testing, contact tracing, and reporting in cooperation with local health department; floor machine to disinfect cafeteria daily between students to prevent cross contamination; air purifier for nurse's office/testing station to prevent cross contamination; air purifiers for classrooms not adequately ventilated through HVAC system to prevent cross contamination; portable backpack sprayer to sanitize classrooms to prevent cross contamination

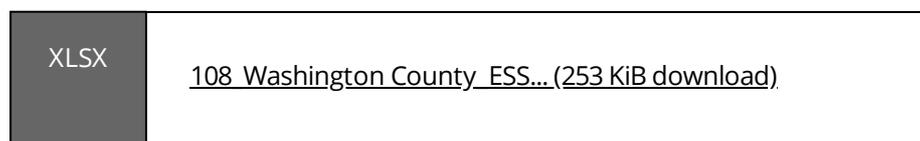
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine impact, we will analyze fall 21 FastBridge data to assess if our program reduced summer learning loss in reading and math. We will also survey students and parents who were served in summer school to determine their level of satisfaction. Lastly, we will ask teachers to keep learning logs on students to document their 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- 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.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

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

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Denise O'Dea

Date | 11/15/2021

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

USD	District Name	Data as of
108	Washington C	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
108-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.	\$ 7,045	\$ -	\$ 7,045	\$ -	\$ -	22-230-1000-110	Approved at 6/9/2021 State Board Meeting
108-1-002-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - Employer's Social Security Contribution	\$ 437	\$ -	\$ 437	\$ -	\$ -	22-230-1000-220	Approved at 6/9/2021 State Board Meeting
108-1-003-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.- Employer's Medicare Contribution	\$ 102	\$ -	\$ 102	\$ -	\$ -	22-230-1000-221	Approved at 6/9/2021 State Board Meeting
108-1-004-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - State Unemployment Contribution	\$ 7	\$ -	\$ 7	\$ -	\$ -	22-230-1000-250	Approved at 6/9/2021 State Board Meeting
108-1-005-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students	\$ 932	\$ -	\$ 932	\$ -	\$ -	22-230-2200-120	Approved at 6/9/2021 State Board Meeting

108-1-006-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Social Security Contribution	\$ 58	\$ -	\$ 58	\$ -	\$ -	22-230-2200-220	Approved at 6/9/2021 State Board Meeting
108-1-007-20211214	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Medicare Contribution	\$ 14	\$ -	\$ 14	\$ -	\$ -	22-230-2200-221	Approved at 6/9/2021 State Board Meeting
108-1-008-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - State Unemployment Contribution	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-230-2200-250	Approved at 6/9/2021 State Board Meeting
108-1-009-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time.	\$ 44,675	\$ -	\$ 44,675	\$ -	\$ -	22-230-2200-120	Change Request- Was approved for \$41,410.60 in SFY 2022
108-1-010-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - Employer Social Security contributions	\$ 2,770	\$ -	\$ 2,770	\$ -	\$ -	22-230-2200-220	Change Request- Was approved for \$2,567.46 in SFY 2022
108-1-011-20211214	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - Employer Medicare contributions	\$ 648	\$ -	\$ 648	\$ -	\$ -	22-230-2200-221	Change Request-Was approved for \$600.45 in SFY 2022
108-1-012-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - State Unemployment	\$ 45	\$ -	\$ 45	\$ -	\$ -	22-230-2200-250	Change Request- Was approved for \$41.41 in SFY 2022

108-1-013-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes.	\$ 25,668	\$ -	\$ 25,668	\$ -	\$ -	22-210-1000-110	Approved at 6/9/2021 State Board Meeting
108-1-014-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Social Security Contributions	\$ 1,591	\$ -	\$ 1,591	\$ -	\$ -	22-210-1000-220	Approved at 6/9/2021 State Board Meeting
108-1-015-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Medicare Contributions	\$ 372	\$ -	\$ 372	\$ -	\$ -	22-210-1000-221	Approved at 6/9/2021 State Board Meeting
108-1-016-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher to develop learning goals and plans for students who are failing one or more classes. State Unemployment Contributions	\$ 26	\$ -	\$ 26	\$ -	\$ -	22-210-1000-250	Approved at 6/9/2021 State Board Meeting
108-1-017-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employee Insurance Benefits	\$ 9,011	\$ -	\$ 9,011	\$ -	\$ -	22-210-1000-210	Approved at 6/9/2021 State Board Meeting
108-1-018-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.	\$ 8,792	\$ 8,792	\$ -	\$ -	\$ -	22-230-1000-110	Approved at 6/9/2021 State Board Meeting
108-1-019-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Social Security Contributions	\$ 545	\$ 545	\$ -	\$ -	\$ -	22-230-1000-220	Approved at 6/9/2021 State Board Meeting
108-1-020-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Medicare Contributions	\$ 127	\$ 127	\$ -	\$ -	\$ -	22-230-1000-221	Approved at 6/9/2021 State Board Meeting

108-1-021-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - State Unemployment Contributions	\$ 9	\$ 9	\$ -	\$ -	\$ -	22-230-1000-250	Approved at 6/9/2021 State Board Meeting
108-1-022-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development	\$ 318	\$ -	\$ 318	\$ -	\$ -	22-210-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-023-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development	\$ 282	\$ -	\$ 282	\$ -	\$ -	22-230-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-024-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development	\$ 3,104	\$ -	\$ 3,104	\$ -	\$ -	22-210-1000-300	Approved at 6/9/2021 State Board Meeting

108-1-025-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development	\$ 3,951	\$ -	\$ 3,951	\$ -	\$ -	22-230-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-026-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development	\$ 594	\$ -	\$ 594	\$ -	\$ -	22-210-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-027-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development	\$ 756	\$ -	\$ 756	\$ -	\$ -	22-230-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-028-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Crisis Prevention & Response Services consortium fees to further staff development	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	22-210-1000-300	Approved at 6/9/2021 State Board Meeting
108-1-029-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item - water bottles for student use to prevent cross contamination	\$ 1,112	\$ -	\$ 1,112	\$ -	\$ -	22-210-1000-610	New Line Item
108-1-030-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination	\$ 1,758	\$ -	\$ 1,758	\$ -	\$ -	22-230-2600-120	New Line Item

108-1-031-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - Employer Social Security contributions	\$ 109	\$ -	\$ 109	\$ -	\$ -	22-230-2600-220	New Line Item
108-1-032-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - Employer Medicare contributions	\$ 25	\$ -	\$ 25	\$ -	\$ -	22-230-2600-221	New Line Item
108-1-033-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - State Unemployment Contributions	\$ 2	\$ -	\$ 2	\$ -	\$ -	22-230-2600-250	New Line Item
108-1-034-20211214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	New item - School nurse overtime wages for October for student & staff testing, contact tracing, and reporting in cooperation with local health department	\$ 3,254	\$ -	\$ 3,254	\$ -	\$ -	22-210-2130-120	New Line Item
108-1-035-20211214	Eligible	Direct Allocation	Health Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	New item - School nurse overtime wages for October for student & staff testing, contact tracing, and reporting in cooperation with local health department - Employer Social Security Contributions	\$ 198	\$ -	\$ 198	\$ -	\$ -	22-210-2130-220	New Line Item
108-1-036-20211214	Eligible	Direct Allocation	Health Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	New item - School nurse overtime wages for October for student & staff testing, contact tracing, and reporting in cooperation with local health department - Employer Medicare Contributions	\$ 46	\$ -	\$ 46	\$ -	\$ -	22-210-2130-221	New Line Item
108-1-037-20211214	Eligible	Direct Allocation	Health Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	New item - School nurse overtime wages for October for student & staff testing, contact tracing, and reporting in cooperation with local health department - State Unemployment Contributions	\$ 3	\$ -	\$ 3	\$ -	\$ -	22-210-2130-250	New Line Item

108-1-038-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	New item - Large floor machine for disinfecting cafeteria daily to prevent cross contamination	\$ 12,995	\$ -	\$ 12,995	\$ -	\$ -	22-000-2600-700	New Line Item. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
108-1-039-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	New item - air purifier for nurse's office/student & staff testing station	\$ 1,195	\$ -	\$ 1,195	\$ -	\$ -	22-000-2600-700	New Line Item
108-1-040-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	New item - Air purifiers for classrooms and common areas not adequately ventilated by HVAC system to prevent cross contamination	\$ 31,920	\$ -	\$ 31,920	\$ -	\$ -	22-000-2600-700	New Line Item; Applicant responded via email: One small purifier for nurse testing station - \$1195 21 large air purifiers for classrooms, office space, and after school program rooms – each \$1520. Allowable if CDC guidelines are met.
108-1-041-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	New item - portable backpack sprayer for classrooms to prevent cross contamination	\$ 460	\$ -	\$ 460	\$ -	\$ -	22-000-2600-700	New Line Item
108-1-042-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for certified staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic	\$ 26,800	\$ -	\$ 26,800	\$ -	\$ -	22-000-1000-110	New Line Item; Applicant responded via email: 36 certified staff . Premium pay of \$800 each for retention as necessitated by COVID. Payment date January 2022
108-1-043-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for certified staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions	\$ 1,662	\$ -	\$ 1,662	\$ -	\$ -	22-000-1000-220	New Line Item

108-1-044-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for certified staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions	\$ 389	\$ -	\$ 389	\$ -	\$ -	22-000-1000-221	New Line Item
108-1-045-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for certified staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions	\$ 27	\$ -	\$ 27	\$ -	\$ -	22-000-1000-250	New Line Item
108-1-046-20211214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic	\$ 800	\$ -	\$ 800	\$ -	\$ -	22-000-2130-120	New Line Item; Applicant responded via email: Premium pay of \$800 for retention as necessitated by COVID. for one school nurse Payment date January 2022
108-1-047-20211214	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer Social Security Contributions	\$ 50	\$ -	\$ 50	\$ -	\$ -	22-000-2130-220	New Line Item
108-1-048-20211214	Eligible	Direct Allocation	Health Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer Medicare Contributions	\$ 12	\$ -	\$ 12	\$ -	\$ -	22-000-2130-221	New Line Item

108-1-049-20211214	Eligible	Direct Allocation	Health Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer State Unemployment Contributions	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-000-2130-250	New Line Item
108-1-050-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic	\$ 14,400	\$ -	\$ 14,400	\$ -	\$ -	22-000-2200-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for 18 paraprofessionals. Payment date January 2022.
108-1-051-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions	\$ 893	\$ -	\$ 893	\$ -	\$ -	22-000-2200-220	New Line Item
108-1-052-20211214	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions	\$ 209	\$ -	\$ 209	\$ -	\$ -	22-000-2200-221	New Line Item
108-1-053-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions	\$ 14	\$ -	\$ 14	\$ -	\$ -	22-000-2200-250	New Line Item

108-1-054-20211214	Eligible	Direct Allocation	School Library Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic	\$ 800	\$ -	\$ 800	\$ -	\$ -	22-000-2222-120	New Line Item; Applicant responded via email: Premium pay of \$800 for retention as necessitated by COVID for one library aid. Payment date January 2022.
108-1-055-20211214	Eligible	Direct Allocation	School Library Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions	\$ 50	\$ -	\$ 50	\$ -	\$ -	22-000-2222-220	New Line Item
108-1-056-20211214	Eligible	Direct Allocation	School Library Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions	\$ 12	\$ -	\$ 12	\$ -	\$ -	22-000-2222-221	New Line Item
108-1-057-20211214	Eligible	Direct Allocation	School Library Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-000-2222-250	New Line Item
108-1-058-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic	\$ 800	\$ -	\$ 800	\$ -	\$ -	22-000-2300-110	New Line Item; Applicant responded via email: Premium pay of \$800 for retention as necessitated by COVID for one superintendent. Payment date January 2022.

108-1-059-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions	\$ 50	\$ -	\$ 50	\$ -	\$ -	22-000-2300-220	New Line Item
108-1-060-20211214	Eligible	Direct Allocation	Support Services - General Administration	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions	\$ 12	\$ -	\$ 12	\$ -	\$ -	22-000-2300-221	New Line Item
108-1-061-20211214	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-000-2300-250	New Line Item
108-1-062-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	22-000-2400-110	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for 2 building principals. Payment date January 2022
108-1-063-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions	\$ 99	\$ -	\$ 99	\$ -	\$ -	22-000-2400-220	New Line Item

108-1-064-20211214	Eligible	Direct Allocation	Support Services - School Administration	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions	\$ 23	\$ -	\$ 23	\$ -	\$ -	22-000-2400-221	New Line Item
108-1-065-20211214	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions	\$ 2	\$ -	\$ 2	\$ -	\$ -	22-000-2400-250	New Line Item
108-1-066-20211214	Eligible	Direct Allocation	Office of the Principal Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	22-000-2410-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for 2 building secretaries Payment date January 2022
108-1-067-20211214	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Employer Social Security Contributions	\$ 99	\$ -	\$ 99	\$ -	\$ -	22-000-2410-220	New Line Item
108-1-068-20211214	Eligible	Direct Allocation	Office of the Principal Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Employer Medicare Contributions	\$ 23	\$ -	\$ 23	\$ -	\$ -	22-000-2410-221	New Line Item
108-1-069-20211214	Eligible	Direct Allocation	Office of the Principal Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Unemployment Contributions	\$ 2	\$ -	\$ 2	\$ -	\$ -	22-000-2410-250	New Line Item

108-1-070-20211214	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	22-000-2500-100	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for two district office staff . Payment date January 2022
108-1-071-20211214	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding - Employer Social Security Contributions	\$ 99	\$ -	\$ 99	\$ -	\$ -	22-000-2500-220	New Line Item
108-1-072-20211214	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding - Employer Medicare Contributions	\$ 23	\$ -	\$ 23	\$ -	\$ -	22-000-2500-221	New Line Item
108-1-073-20211214	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding - State Unemployment Contributions	\$ 2	\$ -	\$ 2	\$ -	\$ -	22-000-2500-250	New Line Item
108-1-074-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	22-000-2600-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for 4.5 custodians and maintenance staff. Payment date January 2022
108-1-075-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - Employer Social Security Contributions	\$ 223	\$ -	\$ 223	\$ -	\$ -	22-000-2600-220	New Line Item
108-1-076-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - Employer Medicare Contributions	\$ 52	\$ -	\$ 52	\$ -	\$ -	22-000-2600-221	New Line Item

108-1-077-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - State Unemployment Contributions	\$ 4	\$ -	\$ 4	\$ -	\$ -	22-000-2600-250	New Line Item
108-1-078-20211214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols	\$ 3,200	\$ -	\$ 3,200	\$ -	\$ -	22-000-2710-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for 4 bus drivers. Payment date January 2022
108-1-079-20211214	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - Employer Social Security Contributions	\$ 198	\$ -	\$ 198	\$ -	\$ -	22-000-2710-220	New Line Item
108-1-080-20211214	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - Employer Medicare Contributions	\$ 46	\$ -	\$ 46	\$ -	\$ -	22-000-2710-221	New Line Item
108-1-081-20211214	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - State Unemployment Contributions	\$ 3	\$ -	\$ 3	\$ -	\$ -	22-000-2710-250	New Line Item
108-1-082-20211214	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols	\$ 800	\$ -	\$ 800	\$ -	\$ -	22-000-2900-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for one IT director. Payment date January 2022.
108-1-083-20211214	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - Employer Social Security Contributions	\$ 50	\$ -	\$ 50	\$ -	\$ -	22-000-2900-220	New Line Item

108-1-084-20211214	Eligible	Direct Allocation	Other Support Services	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - Employer Medicare Contributions	\$ 12	\$ -	\$ 12	\$ -	\$ -	22-000-2900-221	New Line Item
108-1-085-20211214	Eligible	Direct Allocation	Other Support Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - State Unemployment Contributions	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-000-2900-250	New Line Item
108-1-086-20211214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	22-000-3100-120	New Line Item; Applicant responded via email: Premium pay of \$800 each for retention as necessitated by COVID for three kitchen workers. Payment date January 2022
108-1-087-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - Employer Social Security Contributions	\$ 149	\$ -	\$ 149	\$ -	\$ -	22-000-3100-220	New Line Item
108-1-088-20211214	Eligible	Direct Allocation	Food Services Operations	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - Employer Medicare Contributions	\$ 35	\$ -	\$ 35	\$ -	\$ -	22-000-3100-221	New Line Item
108-1-089-20211214	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - State Unemployment Contributions	\$ 2	\$ -	\$ 2	\$ -	\$ -	22-000-3100-250	New Line Item

108-1-090-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	New item-HVAC unit for weightroom to improve ventilation and air flow	\$ 18,258	\$ -	\$ 18,258	\$ -	\$ -	22-000-2600-700	New Line Item; Applicatn responded via email: Labor and equipment to install 7.5 ton RTU single circuit two stage refrigeration system, electromechanical controls with hail guards and economizer in high school weight room which is a separate building not serviced by the main HVAC unit. This has not been installed yet, anticipated installation date in the spring of 2022. Paperwork completed. Allowable if CDC guidelines are met. Capital Improvement documentation required
108-1-091-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	New item-water fountain spout covers to prevent cross-contamination	\$ 1,107	\$ -	\$ 1,107	\$ -	\$ -	22-000-2600-430	New Line Item
108-1-092-20211214	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New item-welding helmets so students do not have to share to prevent cross-contamination	\$ 949	\$ -	\$ 949	\$ -	\$ -	22-210-1000-700	New Line Item
108-1-093-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New item-book study books to aide staff in understanding how to support our students and help them self regulate during circumstances that have occurred and continue to occur, such as loss of family members, loss of jobs, anxiety, or depression, due to the COVID-19 pandemic	\$ 517	\$ -	\$ 517	\$ -	\$ -	22-210-1000-610	New Line Item

108-1-094-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.	\$ 7,304	\$ -	\$ 7,304	\$ -	\$ -	22-230-1000-110	New Line Item; Applicant responded via email: Anticipated 2022 summer school. Three week period – June 6-23, 2022. Two certified staff for 6 hours each day.
108-1-095-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - Employer's Social Security Contribution	\$ 453	\$ -	\$ 453	\$ -	\$ -	22-230-1000-220	New Line Item
108-1-096-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.- Employer's Medicare Contribution	\$ 106	\$ -	\$ 106	\$ -	\$ -	22-230-1000-221	New Line Item
108-1-097-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - State Unemployment Contribution	\$ 7	\$ -	\$ 7	\$ -	\$ -	22-230-1000-250	New Line Item
108-1-098-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students	\$ 1,058	\$ -	\$ 1,058	\$ -	\$ -	22-230-2200-120	New Line Item; Applicant responded via email: Anticipated 2022 summer school. One ELL para salary for 3 weeks – June 6-23, 2022 for work with our ELL students.
108-1-099-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Social Security Contribution	\$ 66	\$ -	\$ 66	\$ -	\$ -	22-230-2200-220	New Line Item
108-1-100-20211214	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Medicare Contribution	\$ 15	\$ -	\$ 15	\$ -	\$ -	22-230-2200-221	New Line Item

108-1-101-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - State Unemployment Contribution	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-230-2200-250	New Line Item
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Kansas CommonApp (2020)

2352-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



nEqVmWdn

109_Republic County_ESSER II Plan_0429 update on 1028

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	Republic County USD 109
Applicant / Mailing Address	
1205 19th Street	
Belleville, KS 66935	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Larry Lyder
Applicant / Email Address of Owner, CEO, or Executive Director	llyder@usd109.org
Applicant / Phone Number	785-527-5621

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)	37-1523428
Applicant / Website Address (if applicable)	www.usd109.org

Fiscal Agent / Name (if applicable)	Darice Wilkinson
Fiscal Agent / Email (if applicable)	dwilkinson@usd109.org

Application details

Full District Name	Republic County
District Number	109
Mailing Address Street Address	1205 19th
Mailing City	Belleville
Mailing Address Zip Code	66935
Authorized Representative of the District Name	Larry Lyder
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	llyder@usd109.org
Authorized Representative of the District Phone Number	+17855275261
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 impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than socioeconomic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing, working to retain teachers through the pandemic and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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 academic learning loss, social emotional needs, leadership challenges and monitoring health/illness situations, the district plans to utilize the ESSER II funds in the following ways:

1. Continue to pay for our new school nurse through the year 2021-2022 that we hired in April with ESSER 1 funds.
2. Pay for summer programming to address skills, enrichment and social emotional learning for students. This will include teacher/para salaries, transportation, supplies and other expenses.
3. Providing Adaptive Schools training to our teacher leaders and administrators to provide them with the tools and skills necessary to lead through the unprecedented changes.
4. Provide premium pay for retention of staff through the pandemic.
5. Provide time and payment for outside of the teachers' contract to redesign high school math scope and sequence to provide the necessary levels of intervention and curriculum placement to address the learning gaps in high school math.
6. Provide time and payment for outside of the teachers' contract to redesign junior and senior high school seminar time and curriculum to provide the necessary levels of intervention and curriculum to address the social emotional learning needs of the students and provide additional academic support.
7. Hire an additional 1st grade teacher due to larger than normal incoming class (51 students) to help provide for social distancing in COVID-19 safety protocols, as well as, maintain a lower teacher-student ratio to help with instruction of struggling students.

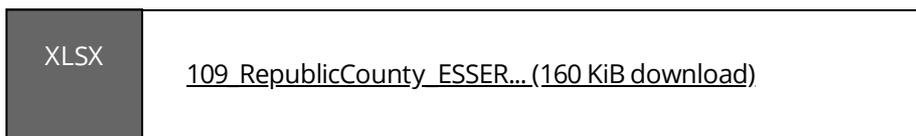
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district staff will continue to monitor our local assessments, Fastbridge, state assessments, ACT/Aspire and other assessments. Absentees and discipline referrals will be looked at along with counselor notes for the social 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Larry L Lyder

Date

| 10/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
109	Republic Cour	11/16/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
109-1-001-20211214	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Republic County USD 109 has not had a School Nurse previously. We have hired one starting in April using ESSER 1 funds and plan to continue the position into the future. The nurse will assist the strategic planning and implenting of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of studets and staff in our district.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	92.2130.110.000	Approved at 6/9/2021 State Board Meeting
109-1-002-20211214	Eligible	Direct Allocation	Health Services	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance for new school nurse	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.2130.210.000	Approved at 6/9/2021 State Board Meeting
109-1-003-20211214	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social Security tax for a new school nurse	\$ 2,950	\$ -	\$ 2,950	\$ -	\$ -	92.2130.220.000	Approved at 6/9/2021 State Board Meeting
109-1-004-20211214	Eligible	Direct Allocation	Health Services	Medicare - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Medicare tax for new school nurse	\$ 690	\$ -	\$ 690	\$ -	\$ -	92.2130.225.000	Approved at 6/9/2021 State Board Meeting
109-1-005-20211214	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment tax for new school nurse	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.2130.250.000	Approved at 6/9/2021 State Board Meeting

109-1-006-20211214	Eligible	Direct Allocation	Instruction	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Adaptive Schools Collaborative Training-The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.	\$ 4,850	\$ 1,100	\$ 3,750	\$ -	\$ -	92.1000.320.000	Approved at 6/9/2021 State Board Meeting
109-1-007-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Teacher Stipend for Adaptive School Training for time outside of their contract time. 12 teachers for 4 days. CHANGE-reduced to a reduction in the number of teachers able to attend.	\$ 6,750	\$ 3,000	\$ 3,750	\$ -	\$ -	92.1000.110.000	Change Request-Was approved for \$6,000 in SFY 2021 and SFY 2022
109-1-008-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Training	\$ 3,250	\$ 750	\$ 2,500	\$ -	\$ -	92.1000.600.000	Approved at 6/9/2021 State Board Meeting
109-1-009-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	As we have seen a drop in our high school students math skills since the pandemic began, two high school math teachers will work 10 days to redesign the scope and sequence for our high school math curriculum. Additionally, they will focus on our tiered classes of Algebra 1A and 1B to incorporate additional interventions for those students who show an academic loss/lag in their math skills. This is time outside their contract time working on curriculum and intervention development.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	92.1000.110.300	Approved at 6/9/2021 State Board Meeting

109-1-010-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Jr/Sr High Teachers (15 total) will be collaborating this summer for 5 days to redesign the scope and sequence of our daily seminar period. The focus of seminar will be to include social emotional lessons and a support system for students academically. Restructuring seminar to utilize time for addressing learning loss and social emotional gaps caused by COVID. CHANGE--Reduced to reduction in number of staff assisting with this task from 15 to 6)	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	92.1000.1110.205	Change Request- Was approved for \$12,200 in SFY 2021 and \$36,600 in SFY 2022
109-1-011-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies and Materials for Summer School (SLAM) at East Elementary. As our SLAM program is new this summer and still in planning and development stages, this is currently an estimate of our needs. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic. CHANGE--Increase in cost due to additional supplies needed for larger number of students attending and materials that were unexpected to be purchased.	\$ 6,417	\$ 2,500	\$ 3,917	\$ -	\$ -	92.1000.600.000	Change Request-Was approved for \$2,500 in SFY 2021 and SFY 2022. Per applicant, deducted \$0.49.
109-1-012-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teacher Salaries-We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 100 students in attendance and 5 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience. CHANGE--increase due to the number of staff required for the number of students attending.	\$ 68,250	\$ 12,200	\$ 56,050	\$ -	\$ -	92.1000.110.300	Change Request- Was approved for \$12,200 in SFY 2021 and \$36,600 in SFY 2022
109-1-013-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for Summer Teacher Salaries	\$ 3,130	\$ 750	\$ 2,380	\$ -	\$ -	92.1000.220.000	Approved at 6/9/2021 State Board Meeting

109-1-014-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer Teacher Salaries	\$ 740	\$ 190	\$ 550	\$ -	\$ -	92.1000.250.000	Approved at 6/9/2021 State Board Meeting
109-1-015-20211214	Eligible	Direct Allocation	Instruction	Medicare Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Teacher Salaries	\$ 75	\$ 20	\$ 55	\$ -	\$ -	92.1000.222.000	Approved at 6/9/2021 State Board Meeting
109-1-016-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Para Salaries-Four paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic. CHANGE--increase due to the number of staff required for the number of students attending.	\$ 18,415	\$ 3,250	\$ 15,165	\$ -	\$ -	92.1000.120.000	Change Request- Was approved for \$3,250 in SFY 2021 and \$9,750 in SFY 2022
109-1-017-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Summer School Paras	\$ 810	\$ 205	\$ 605	\$ -	\$ -	92.1000.220.000	Approved at 6/9/2021 State Board Meeting
109-1-018-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer School Paras	\$ 20	\$ 5	\$ 15	\$ -	\$ -	92.1000.250.000	Approved at 6/9/2021 State Board Meeting
109-1-019-20211214	Eligible	Direct Allocation	Instruction	Medicare Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Paras	\$ 200	\$ 50	\$ 150	\$ -	\$ -	92.1000.225.000	Approved at 6/9/2021 State Board Meeting

109-1-020-20211214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Tranportation Salaries for Summer School-For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic. CHANGE--Reduced to consolidation of routes and reduction in number of field trips.	\$ 2,406	\$ 875	\$ 1,531	\$ -	\$ -	92.2710.120.000	Change Request-Was approved for \$875 in SFY 2021 and \$2,625 in SFY 2022
109-1-021-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemploymnt Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Transporation for Summer School CHANGE--Reduced to consolidation of routes and reduction in number of field trips.	\$ 2	\$ -	\$ 2	\$ -	\$ -	92.2710.250.000	Change Request-Was approved for \$5 in SFY 2021 and SFY 2022
109-1-022-20211214	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Transportation for Summer School CHANGE--Reduced to consolidation of routes and reduction in number of field trips.	\$ 149	\$ 55	\$ 94	\$ -	\$ -	92.2710.220.000	Change Request- Was approved for \$55 in SFY 2021 and \$165 in SFY 2022
109-1-023-20211214	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Transportation for Summer School CHANGE--Reduced to consolidation of routes and reduction in number of field trips.	\$ 35	\$ 15	\$ 20	\$ -	\$ -	92.2710.225.000	Change Request-Was approved for \$15 in SFY 2021 and \$40 in SFY 2022
109-1-024-20211214	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Tranportation Expense (Fuel, Etc) for Summer School	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	92.2710.626.000	Approved at 6/9/2021 State Board Meeting

109-1-025-20211214	Eligible	Direct Allocation	Office of the Principal Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrator Mentoring/Coaching-Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions.. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help alleviate the burdening stress on all stakeholders that has come due to the pandemic. Leadership/coaching & alleviating stakeholder stress from pandemic transitions, as part of Adaptive Schools Collaborative Professional Development. CHANGE-reduction in expense due to one less administrator in district to receive coaching.	\$ 11,320	\$ 5,633	\$ 5,686	\$ -	\$ -	92.2410.320.000	Change Request-Was approved for \$8,846.80 in SFY 2021 and \$8,900 in SFY 2022
109-1-026-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security Tax for Teacher Stipends for Adaptive Schools	\$ 750	\$ 375	\$ 375	\$ -	\$ -	92.1000.220.000	Approved at 6/9/2021 State Board Meeting
109-1-027-20211214	Eligible	Direct Allocation	Instruction	Medicare Employer's Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Medicare Tax for Teacher Stipends for Adaptive Schools	\$ 200	\$ 100	\$ 100	\$ -	\$ -	92.1000.225.000	Approved at 6/9/2021 State Board Meeting
109-1-028-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Tax for Teacher Stipends for Adaptive Schools	\$ 20	\$ 10	\$ 10	\$ -	\$ -	92.1000.250.000	Approved at 6/9/2021 State Board Meeting
109-1-029-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Summer Math and Seminar Stipends	\$ 1,475	\$ -	\$ 1,475	\$ -	\$ -	92.1000.220.000	Approved at 6/9/2021 State Board Meeting
109-1-030-20211214	Eligible	Direct Allocation	Instruction	Medicare Employer's Contributions	12. Addressing learning loss among students, including vulnerable populations	Medicare Tax for Summer Math and Seminar Stipends	\$ 350	\$ -	\$ 350	\$ -	\$ -	92.1000.225.000	Approved at 6/9/2021 State Board Meeting

109-1-031-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment fo Summer Mahand Seminar Stipens	\$ 25	\$ -	\$ 25	\$ -	\$ -	92.1000.250.000	Approved at 6/9/2021 State Board Meeting
109-1-032-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The district plans to hire an additional 1st grade teacher to allow for additional social distancing per COVID-related safety due to a larger than normal class (51 students). This will be an increase from 2 to 3 classrooms. The additional teacher at this lower grade level will also provide the opportunity for a lower teacher to student ratio so that more one-on-one instruction can be provided to help the young students develop their foundational skills they are lacking due to the academic loss.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	92.1000.110.300	Approved at 6/9/2021 State Board Meeting
109-1-033-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health Insurance for Additional 1st grade teacher.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.1000.210.000	Approved at 6/9/2021 State Board Meeting
109-1-034-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax for Additional 1st Grade Teacher	\$ 2,885	\$ -	\$ 2,885	\$ -	\$ -	92.1000.220.000	Approved at 6/9/2021 State Board Meeting
109-1-035-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Medicare Tax for Additional 1st Grade Teacher	\$ 675	\$ -	\$ 675	\$ -	\$ -	92.1000.225.000	Approved at 6/9/2021 State Board Meeting
109-1-036-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment Tax for Additional 1st Grade Teacher	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.1000.250.000	Approved at 6/9/2021 State Board Meeting

109-1-037-20211214	Eligible	Direct Allocation	Instruction	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	Outdoor Tables and Seating--Due to COVID-19 is it necessary to provide for social distancing, especially when eating. These talbles and seating will allow for outdoor seating to expand our the seating of our cafeteria allowing for more social distancing while eating. In addition to outdoor eating, which is better for ventilation with COVID-19, this will also allow for outdoor classroom space to help increase social distancing in response to COVID-19 and outdoor ventilation. CHANGE--Price has been reduced due to finding a less expensive vendor.	\$ 8,932	\$ -	\$ 8,932	\$ -	\$ -	92.1000.700.200	Change Request- Was approved for \$10,240 in SFY 2022. Updated Cost for Summer School (email 5/17/21)
109-1-038-20211214	Eligible	Direct Allocation	Instruction	Professional - Education Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	CHANGE ADDITION--Internet Hotspot service for remote learners that was unexpected when orginal plan was submitted.	\$ 1,280	\$ -	\$ 1,280	\$ -	\$ -	92	New Line Item
109-1-039-20211214	Eligible	Direct Allocation	Instruction	Property	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	CHANGE ADDITION--Purchase of chromebooks for students to have one-to-one access to virtual classes when the school as to go full remote due to school closure from COVID.	\$ 12,288	\$ -	\$ 12,288	\$ -	\$ -	92	New Line Item

109-1-040-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE ADDITION--Retention incentive pay for staff to encourage them to continue employment with the district.	\$ 46,867	\$ -	\$ 46,867	\$ -	\$ -	92	New Line Item. Per applicant, The retention bonus will be in the amount of \$500 for those full-time employees who have remained with the district through the entire 1st semester of the 2021-2022 school year and continue their employment into the 2nd semester of the school year. It would be paid to those employees in December. For employees who started mid-semester, it would be \$250 per employee. This constitutes approximately 90 employees.
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Kansas CommonApp (2020)

2453-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



parDDRwj

USD211_Norton_ESSER II_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Norton Community Schools

Applicant / Mailing Address

| 105 E. Waverly St
| Norton, KS 67654

Applicant / First and Last Name of Owner, CEO, or Executive Director | Cynthia Walker

Applicant / Email Address of Owner, CEO, or Executive Director | cwalker@usd211.org

Applicant / Phone Number | 785-877-3386

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 | NORTON COMMUNITY SCHOOLS

District Number | 211

Mailing Address Street Address	105 E. WAVERLY ST
Mailing City	NORTON
Mailing Address Zip Code	67654
Authorized Representative of the District Name	CYNTHIA WALKER
Authorized Representative of the District Position or Title	TREASURER
Authorized Representative of the District Email Address	cwalker@usd211.org
Authorized Representative of the District Phone Number	+17858773386
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 had kids and staff out with covid or quarantine. We are trying to keep them all in school for learning. Our nurse has put in extra hours for tracking, testing and calling staff and parents. The treasurer has put in extra hours to order the extra cleaning supplies or staff supplies needed. The extra paperwork involved in tracking and reporting the expenses to the state. We have been using extra subs for the teachers who have had covid or out for quarantine purposes to keep the kids on track with their learning so as to not interrupt them. Had to order supplies for our 4th keg teacher we added due to the high volume of kids entering kdg. We had to purchases supplies for her so she has the same teaching materials as the other teachers.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

For Nurse and Treasure overtime for Covid testing and tracking and the extra reports that are needed for the ESSER funds. The extra supplies we are needing for our additional kdg teacher so she has the same teaching materials as our other kdg teachers. To pay for the subs needed to cover our teachers out for covid or quarantine purposes. To help cover the cost of our text messaging services to keep in contact with parents, staff and students so we don't have any close contact.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Allows for classroom time to be uninterrupted. Provide safe and clean environment for the staff and 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER

III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title

31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent

practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Cynthia Walker

Date | 11/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
211	Norton Cd	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
211-1-001-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Need another teacher to minimize class size in kdg, Enrollment for kdg has exceeded by 12% compared to past enrollments. This is a result of students being held out during the 2020-2021 school year.	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	51-1000-111-00	Approved 7/13/2021 State Board Meeting
211-1-002-20211214	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Needing an Aide in 4th grade due to class size from 3 teachers to 2. CBM testing during the 2020-2021 school year has indicated a drop in achievement in reading and math. More students scoring in the yellow and red levels. AT Risk Tutor for 3rd & 4th grade is necessary for in school support and after school programs designed for 2021-2022 and 2022-2023 school year	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	51-1000-121-00	Approved 7/13/2021 State Board Meeting
211-1-003-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Insurance	\$ 27,088	\$ -	\$ 27,088	\$ -	\$ -	51-1000-210-00	Approved 7/13/2021 State Board Meeting
211-1-004-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line	\$ 7,711	\$ -	\$ 7,711	\$ -	\$ -	51-1000-220-00	Approved 7/13/2021 State Board Meeting
211-1-005-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line	\$ 104	\$ -	\$ 104	\$ -	\$ -	51-1000-290-00	Approved 7/13/2021 State Board Meeting

211-1-006-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of extra cleaning supplies to clean desks or rooms after each class period. Filters for the air purifiers	\$ 51,800	\$ -	\$ 26,800	\$25,000	\$ -	51-2600-610-00	Change Request. Previously approved for \$25,000 SFY 2022 and \$25,000 SFY 2023
211-1-007-20211214	Eligible	Direct Allocation	Food Services Operations	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	paper products to put students grab and go meals in and the purchase of extra tongs to have one for each student as they go through the lunch line. Extra cleaning supplies to make easier and quicker to clean tables after each use.	\$ 3,000	\$ -	\$ 1,500	\$ 1,500	\$ -	51-3100-610-00	Approved 7/13/2021 State Board Meeting
211-1-008-20211214	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	planning for, coordinating & implementing activities during long term closures. Will increase student learning by increasing student engagement.	\$ 21,050	\$ -	\$ 11,050	\$10,000	\$ -	51-1000-653-00	Change Request. Previously approved for \$10,000 SFY 2022 and \$10,000 SFY 2023
211-1-009-20211214	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional learning to train our staff on becoming trauma informed. The training would help our staff in working with students and parents who have been under tremendous stress from the pandemic. This covers reasoning, 3,4 & 10.	\$ 73,948	\$ -	\$ 33,592	\$18,810	\$ 21,546	51-2200-330-00	Approved 7/13/2021 State Board Meeting
211-1-010-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	increase student learning through increased student engagement and meeting the physical and emotional needs of the students.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	51-1000-111-00	Approved 7/13/2021 State Board Meeting
211-1-011-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	to cover the teacher while they are training other staff on the trauma	\$ 1,050	\$ -	\$ 1,050	\$ -	\$ -	51-1000-115-00	Approved 7/13/2021 State Board Meeting

211-1-012-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	0	\$ 6,772	\$ -	\$ 6,772	\$ -	\$ -	51-1000-210-00	Approved 7/13/2021 State Board Meeting
211-1-013-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	0	\$ 3,046	\$ -	\$ 3,046	\$ -	\$ -	51-1000-220-00	Approved 7/13/2021 State Board Meeting
211-1-014-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	0	\$ 41	\$ -	\$ 41	\$ -	\$ -	51-1000-290-00	Approved 7/13/2021 State Board Meeting
211-1-015-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	have 2 subs come in so our trained staff on trauma informed can update the staff on current information and have interaction with current student situations	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	51-1000-115-00	Approved 7/13/2021 State Board Meeting
211-1-016-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	0	\$ 371	\$ -	\$ 371	\$ -	\$ -	51-1000-220-00	Approved 7/13/2021 State Board Meeting
211-1-017-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	extra summer school teachers to cover the larger number of kids needing summer school to catch up on their learning.	\$ 8,036	\$ -	\$ 8,036	\$ -	\$ -	51-1000-111-00	Approved 7/13/2021 State Board Meeting
211-1-018-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	0	\$ 615	\$ -	\$ 615	\$ -	\$ -	51-1000-220-00	Approved 7/13/2021 State Board Meeting
211-1-019-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	0	\$ 8	\$ -	\$ 8	\$ -	\$ -	51-1000-290-00	Approved 7/13/2021 State Board Meeting

211-1-020-20211214	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse overtime for Covid tracking, testing and calling staff if they need to Quarantine.	\$ 8,820	\$ -	\$ 8,820	\$ -	\$ -	51-2100-126-00	New Line Item
211-1-021-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social security deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 675	\$ -	\$ 675	\$ -	\$ -	51-2100-220-00	New Line Item
211-1-022-20211214	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	UNEMPLOYMENT deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 9	\$ -	\$ 9	\$ -	\$ -	51-2100-290-00	New Line Item
211-1-023-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Purchasing supplies for the 4th kdg teacher so she has the same teaching material as our other kdg teachers. Had to add another teacher due to parents holding their kids back a year before starting school due to covid.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	51-1000-600-03	New Line Item; Applicant responded via email: Due to the covid, we needed to add an additional kdg teacher, which meant we had to buy her supplies to match the other kdg teachers. The main expense was the curriculum.
211-1-024-20211214	Eligible	Direct Allocation	Support Services - General Administration	Other Purchased Services	5. Procedures and systems to improve LEA preparedness and response efforts	purchase of communication software to communicate with parents, teachers and students	\$ 2,375	\$ -	\$ 2,375	\$ -	\$ -	51-2300-590-00	New Line Item; Applicant responded via email: We are using the text caster for communication purposes between parents, staff, students and community to keep distance. All 3 schools and our transportation department is using this for our communication between all.
211-1-025-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	subs for our teachers who are off for Covid or Quarantine so the students don't have any interruptions in their learning	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	51-1000-115-00	New Line Item

211-1-026-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line for subs	\$ 765	\$ -	\$ 765	\$ -	\$ -	51-1000-220-00	New Line Item
211-1-027-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line for subs	\$ 10	\$ -	\$ 10	\$ -	\$ -	51-1000-290-00	New Line Item

Kansas CommonApp (2020)

2422-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



prnGZvxp

212_Northern Valley_ESSER II Change_1112

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	Northern Valley Schools
Applicant / Mailing Address	
512 W. Bryant St. Almena, KS 67622	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ken Tharman
Applicant / Email Address of Owner, CEO, or Executive Director	ktharman@nvhuskies.org
Applicant / Phone Number	785-669-2445

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	Northern Valley School
--------------------	------------------------

District Number		212
Mailing Address Street Address		512 W. Bryant St.
Mailing City		Almena
Mailing Address Zip Code		67622
Authorized Representative of the District Name		Ken Tharman
Authorized Representative of the District Position or Title		Superintendent / HS Principal
Authorized Representative of the District Email Address		ktharman@nvhuskies.org
Authorized Representative of the District Phone Number		+17856692445
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 been fortunate in that we have not had to transition to remote learning for the 2020-21 school year, thus our data collection has not changed. The elementary and middle schools continue to utilize the MTSS process in which we benchmark assess in the area of reading and math. The MTSS time has also been used for social emotional needs in some cases. The benchmark assessment results have shown that students started the 2020-21 school year lower than the normal, but the winter benchmark scores showed good growth to where many students are back to grade equivalency. There has been an increase in student attendance data as well. This shows that parents and students are comfortable with the supports provided by the school district in the time of the pandemic.

We have purchased Chromebooks and iPads to allow one-to-one technology. This allows our students to stay connected when quarantined. We have discovered that some families (3%) did not have internet access. In cooperation with our local internet provider (Nex-tech) we were able to connect all families that wanted it.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
 Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The ESSER I funds were used to help purchase enough Chromebooks and iPads for each of the K - 12 students. In addition, we were able to use SPARK funds from our two counties to help offset the costs of server upgrades, PPE, cleaning supplies and equipment, classroom dividers, and other items to ensure the safety of our students and staff.

There are continuing costs to replace those items used as the pandemic continues. One such cost is to bring on a technology coordinator to help with the everyday problems with technology. We have had an individual on an eight hour per week basis for a couple of years ... but with the new devices, the demand for someone in district every day is a must. This purchase will aid in regular and substantive educational interaction between students and their classroom instructors. Secondly, there is a need to increase the connectivity with parents and the community.

The website we currently use is not compatible with cell phones and is so cumbersome, only about 2-3 people use it for posting. We plan to use some of the ESSER II funds to purchase a new website and app (Apptegy) to help connect with our families and the community. In addition we will upgrade our existing Fund Accounting system to AptaFund. This will allow

staff more freedom in looking at their personal information and will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, both of these improvements will reduce risk of virus transmission and exposure to environmental health hazards.

Cleaning and disinfecting are the two most frequent methods to decrease the spread of the virus. The efforts of our staff made school in the brick and mortar setting possible.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

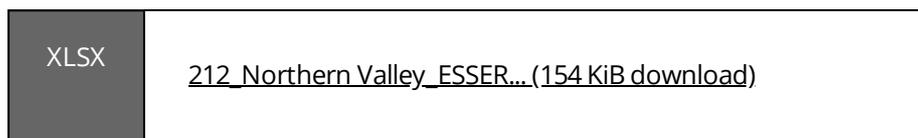
The impact of these expenditures will be seen by the increased productivity of students. Student absences will also be reduced since they will be able to be connected and in attendance, even if they are quarantined at home. The technology coordinator on site will be able to handle issues as they arise to enable the staff and students stay connected at all times. Each year we do a survey of the students, staff, and community to determine how well we are communicating and how easy it is for them to communicate with us. These responses have been improving slowly over the past four years, but the reality is that our current system, is too cumbersome to use with modern cell phones. We will be able to use this survey to determine the effectiveness of AptaFund and Apptegy.

No need to close or go remote due to Covid is our 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.

- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kenneth A. Tharman

Date | 11/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
212	Northern	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
212-1-001-20211214	Eligible	Direct Allocation	Instruction	Purchased Property Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change Request - (Took out the Renewal quote) Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices.	\$ 7,750	\$ 7,750	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$7,750 in SFY 2021 and \$4,000 in SFY 2022. Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2 -3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-002-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.	\$ 16,612	\$ 16,612	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$16,612.18 in SFY 2021 and \$6,000 in SFY 2022. Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-002-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.	\$ 16,612	\$ 16,612	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$16,612.18 in SFY 2021 and \$6,000 in SFY 2022. Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.

212-1-004-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item- Remainder of amount paid for the purchase of iPads using the ESSER 1 funds. Allows all students to have access to classroom, lessons, and teachers when they are unable to be in the building due to quarantine.	\$ 3,158	\$ 3,158	\$ -	\$ -	\$ -	7	New Line Item
212-1-005-20211214	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item- These were protective covers for the Chromebooks to allow safe travel outside of the brick and mortar setting.	\$ 3,400	\$ 3,400	\$ -	\$ -	\$ -	7	New Line Item
212-1-006-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	New Line Item with added clarification - Our three buildings [GS (1924), MS (1917), and HS (1927)] had windows that were essentially aluminum storm windows for the exterior of a house. Most did not work, many were cracked or taped together, and none allowed proper ventilation. Replacing these windows have been on the "to-do" list for many years. The event of Covid-19 has made the necessity even greater. The new windows are now able to be opened and closed with ease for ventilation. These windows were purchased and installed in August - September, 2021. We are now able to regulate the interior temperatures of the classroom. This enables the custodians to clean appropriately and improved the efficiency of our room air sterilization devices. (Total project was \$239,750)	\$ 25,755	\$ -	\$ 25,755	\$ -	\$ -	7	New Line Item
212-1-007-20211214	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Salary compensation for extensive work and dedication for continued growth and education of the students. Developing new protocols and strategies to continually provide a quality education to our staff as well as focus on learning loss during Covid-19. There were 17 certified staff last year that worked the extra hours/ days preparing for the school year and for staff retention during this time. (\$500 / person = \$8,500)	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	7	New Line Item. The retention incentive payment of \$500 per staff member will be paid out as soon as possible following state Board approval.

212-1-008-20211214	Eligible	Direct Allocation & Maintenance of Plant	Operation & Maintenance of Plant	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Salary expenses due to the increase amount of cleaning and disinfecting. All classified staff (17) that worked last year, were assigned extra hours cleaning, preparing, and providing continuous effort to allow brick and mortar school setting. This amount is being used to aid in staff retention. (\$500 / person = \$8,500)	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	7	New Line Item. The retention incentive payment of \$500 per staff member will be paid out as soon as possible following state Board approval.
212-1-001-20211214	Eligible	Direct Allocation	Instruction	Purchased Property Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change Request - (Took out the Renewal quote) Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices.	\$ 7,750	\$ 7,750	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$7,750 in SFY 2021 and \$4,000 in SFY 2022. Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2 -3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-002-20211214	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.	\$ 16,612	\$ 16,612	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$16,612.18 in SFY 2021 and \$6,000 in SFY 2022. Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-003-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: (Took out the expenses for SFY23) SFY 22 is two-thirds of a year. Being able to hire a technology coordinator to be in the district every day the students are in session, will enable instant resolution of connectivity issues and troubleshooting problems as they arise.	\$ 35,800	\$ -	\$ 35,800	\$ -	\$ -	7	Change Request- Was approved for \$35,800 in SFY 2022 and \$52,000 in SFY 2023.

212-1-004-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item- Remainder of amount paid for the purchase of iPads using the ESSER 1 funds. Allows all students to have access to classroom, lessons, and teachers when they are unable to be in the building due to quarantine.	\$ 3,158	\$ 3,158	\$ -	\$ -	\$ -	7	New Line Item
212-1-005-20211214	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item- These were protective covers for the Chromebooks to allow safe travel outside of the brick and mortar setting.	\$ 3,400	\$ 3,400	\$ -	\$ -	\$ -	7	New Line Item
212-1-006-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	New Line Item with added clarification - Our three buildings [GS (1924), MS (1917), and HS (1927)] had windows that were essentially aluminum storm windows for the exterior of a house. Most did not work, many were cracked or taped together, and none allowed proper ventilation. Replacing these windows have been on the "to-do" list for many years. The event of Covid-19 has made the necessity even greater. The new windows are now able to be opened and closed with ease for ventilation. These windows were purchased and installed in August - September, 2021. We are now able to regulate the interior temperatures of the classroom. This enables the custodians to clean appropriately and improved the efficiency of our room air sterilization devices. (Total project was \$239,750)	\$ 25,755	\$ -	\$ 25,755	\$ -	\$ -	7	New Line Item
212-1-007-20211214	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Salary compensation for extensive work and dedication for continued growth and education of the students. Developing new protocols and strategies to continually provide a quality education to our staff as well as focus on learning loss during Covid-19. There were 17 certified staff last year that worked the extra hours/ days preparing for the school year and for staff retention during this time. (\$500 / person = \$8,500)	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	7	New Line Item. The retention incentive payment of \$500 per staff member will be paid out as soon as possible following state Board approval.

Kansas CommonApp (2020)

2327-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xkGkbyMx

234_FortScott_ESSER II_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District 234
Applicant / Mailing Address	
424 S Main	
Fort Scott, KS 66701	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Gina Shelton
Applicant / Email Address of Owner, CEO, or Executive Director	gina.shelton@usd234.org
Applicant / Phone Number	620-223-0800

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	Fort Scott
District Number	234

Mailing Address Street Address	424 South Main Street
Mailing City	Fort Scott
Mailing Address Zip Code	66701
Authorized Representative of the District Name	Gina Shelton
Authorized Representative of the District Position or Title	Business Manager/Board Clerk
Authorized Representative of the District Email Address	gina.shelton@usd234.org
Authorized Representative of the District Phone Number	+16202230800
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	ted.hessong@usd234.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 biggest challenge of COVID-19 was the balancing act between providing education while keeping everyone safe. We used a combination of in-person learning, remote-instruction, and our existing virtual program to meet individual student needs. On 09/20/20, we were serving 1823 students.

Cost Impact – District used a combination of ESSER I funds, donations, grants, and SPARK funds from our county to address the additional costs associated with COVID-19. We will see a cost impact for years as many parents chose to homeschool their children. We spent substantially on PPE and substitutes to remain in-person.

Learning Loss – We saw a decrease of 118 students or 6%. We attribute a large portion of this to families choosing to send their kids to surrounding private schools, other districts, or homeschool where they would be subject to less restrictive safety protocols. Around January 2021, we started seeing an increase in the amount of kids choosing to return to our district.

Emotional Impact – Knew it was important for kids to be in-person as much as possible as 1)in-person instruction is the best format for education and 2)many kids need interaction with our kids and positive adult influences. Students have relied on schools to be a safe place for them.

Special populations –92% of special education students chose to return to school in-person, with 8% choosing remote learning, primarily due to safety concerns. We used contingency plans to address specific learning needs. With our low income household students we saw an increase in lack of basic needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational

Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district has set 3 goals to accomplish using the district allocation of ESSER II. First, address the learning loss of students. We have summer camps planned to allow additional instructional opportunities. Summer learning will take place over 3 weeks. We will also provide 5 days of additional professional development. This will allow staff to analyze and modify curriculum to address gaps among students. Second, address social and emotional learning. Funds would allow us to provide a nurse at the high school level which we did not have prior to the pandemic. Nurses are often the first stop in addressing

needs of students. We would also use this to provide resources in the form of programs, curriculum, and professional development. We would use funds to target parent involvement activities to address gaps within the home and the school. Third, provide in-person learning in the middle of a pandemic. To accomplish this, we will need to purchase additional technology so that each student has their own device, which they currently do not have. We struggled through 20-21 as instructional time was lost due to the time taken to sanitize in between users and students sharing devices. Individual devices allow for learning to continue if a student or staff member must go into quarantine. We teach students to use programs so those impacted by COVID-19 can continue to learn. These programs also monitor and assess weaknesses and strengths, therefore allowing our educators to adjust to address specific student needs. We continue to have multiple PPE needs, need supplies to clean and sanitize our schools, and plan for substitutes to continue providing in-person instruction. Purchase of Edgenuity will allow for credit recovery for those students in 6-12 grades as they will have the least amount of time to recoup any learning loss.

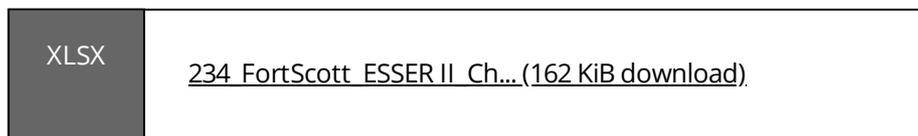
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Assessments will be done to measure the success of the instructional days added. The impact on students is obtained the more the district provides additional instructional time opportunities. We know that the interaction between students and educators are the best impact on a student's educational journey as well as a key tool in delivering social and emotional learning. We will measure the number of days students are actively engaged whether they are in-person or should they have to go into quarantine due to a health order. We have baseline numbers due the various assessments taken throughout the school year. The programs we use as part of instruction delivery have assessment mechanisms in place. That data will be then be disseminated and explained to our educators to help them develop true individualized plans of study and to make adjustment to overall instruction if needed.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Gina Shelton

Date | 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
234	Fort Scott	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
234-1-001-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Change Request - Masks, PPE, and sanitizer for students to prevent the spread of COVID 19.	\$ 18,474	\$ 296	\$ 10,000	\$ 8,178	\$ -	89 1000 610 000 003	Change Request- Was approved for \$296 in SFY 2021 and \$10,000 in SFY 2022.
234-1-002-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Hourly pay related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 76,521	\$ -	\$ 76,521	\$ -	\$ -	89 2213 115 000 003	Approved at 7/13/2021 State Board Meeting.
234-1-003-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Payroll taxes related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 5,936	\$ -	\$ 5,936	\$ -	\$ -	89 2213 221 000 003	Approved at 7/13/2021 State Board Meeting.

234-1-004-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Disposal Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Increase in disposable trash such as masks and wipes related to COVID 19.	\$ 1,390	\$ 348	\$ 1,042	\$ -	\$ -	89 2620 421 000 007	Approved at 7/13/2021 State Board Meeting.
234-1-005-20211214	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Gloves and additional cleaning supplies to clean and sanitize buildings from COVID 19.	\$ 4,108	\$ 1,675	\$ 1,325	\$ 1,108	\$ -	89 2620 610 000 007	Change Request- Was approved for \$1,675 in SFY 2021
234-1-006-20211214	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Educational Software to allow LEA students to work in-person or while in temporary remote status due to COVID 19. Software (Zoom) (\$1,890) allows teachers to record sessions so that students can replay lessons should they need additional learning opportunities. LanSchool software (\$10,554) to provide proper security and monitoring of student devices. Edgenuity Inc platform (\$86,316) which is to allow additional learning opportunities and credit recovery to address learning loss due to COVID 19.	\$ 104,100	\$ 98,760	\$ 5,340	\$ -	\$ -	89 1000 653 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-007-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 (FY22 - Desktops - 47 at \$817 and 31 at \$575) to establish learning labs for intervention help. This will allow for continuity of learning during temporary periods of remote learning due to COVID 19 and program learning while on site.	\$ 56,224	\$ -	\$ 56,224	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-008-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Full-Time Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 57,830	\$ -	\$ 27,830	\$ 30,000	\$ -	89 2230 121 000 009	Change Request-Was approved at \$27,830 in SFY 2022

234-1-009-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Temporary Salaries for Non-Certified Staff	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 10,880	\$ 1,740	\$ 4,640	\$ 4,500	\$ -	89 2230 125 000 009	Change Request-Was approved at \$1,740 in SFY 2021 and \$4,640 in SFY 2022.
234-1-010-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Group Insurance	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Insurance - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 11,689	\$ -	\$ 5,725	\$ 5,964	\$ -	89 2230 210 000 009	Change Request- Was approved for \$5,725 in SFY 2022.
234-1-011-20211214	Eligible	Direct Allocation	Instruction-Related Technology	FICA - Employer's Contribution	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: FICA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 5,237	\$ 133	\$ 2,465	\$ 2,639	\$ -	89 2230 221 000 009	Change Request-Was approved for \$133 in SFY 2021 and \$2,465 in SFY 2022.
234-1-012-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Unemployment Compensation	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: SUTA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 757	\$ 22	\$ 355	\$ 380	\$ -	89 2230 260 000 009	Change Request-Was approved \$22 in SFY 2021 and \$355 in SFY 2022
234-1-013-20211214	Eligible	Direct Allocation	Instruction-Related Technology	Other Employee Benefits	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Match Plan - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 840	\$ -	\$ 300	\$ 540	\$ -	89 2230 291 000 009	Change Request- Was approved for \$300 in SFY 2022
234-1-014-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Change Request: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 19 certified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 55,688	\$ -	\$ 27,688	\$ 28,000	\$ -	89 1000 115 000 011	Change Request- Was approved for \$26,588 in SFY 2022.

234-1-015-20211214	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 6 classified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 3,375	\$ -	\$ 3,375	\$ -	\$ -	89 1000 125 000 011	Approved at 7/13/2021 State Board Meeting.
234-1-016-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Change Request: FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 4,658	\$ -	\$ 2,191	\$ 2,468	\$ -	89 1000 221 000 011	Change Request-Was approved for \$2,432 in SFY 2022.
234-1-017-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request: SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 70	\$ -	\$ 27	\$ 43	\$ -	89 1000 260 000 011	Change Request-Was approved for \$35 in SFY 2022.

234-1-018-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Classroom instructional supplies for additional summer learning opportunities for students to address loss of learning due to COVID 19. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding. Items will be purchased for individual use to prevent spread of COVID 19 to include, but not limited to crayons, pencils, dry erase markers, glue, paper supplies, and facial tissues.	\$ 1,810	\$ -	\$ 1,810	\$ -	\$ -	89 1000 610 000 011	Approved at 7/13/2021 State Board Meeting.
234-1-019-20211214	Eligible	Direct Allocation	Vehicle Operation	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Change Request: Transportation salaries - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. 400 students have been extended additional summer learning opportunities.	\$ 8,808	\$ -	\$ 4,330	\$ 4,478	\$ -	89 2710 125 000 011	Change Request- Was approved for \$5,808 in SFY 2021.
234-1-020-20211214	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Change Request: Transportation FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 667	\$ -	\$ 332	\$ 335	\$ -	89 2710 221 000 011	Change Request-Was approved for \$437 in SFY 2021.
234-1-021-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request: Transportation SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 11	\$ -	\$ 4	\$ 7	\$ -	89 2710 260 000 011	Change Request- Was approved for \$6 in SFY 2021

234-1-022-20211214	Eligible	Direct Allocation	Vehicle Operation	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request: Transportation Fuel - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 1,310	\$ -	\$ 609	\$ 701	\$ -	89 2710 610 000 011	Change Request-Was approved for \$250 in SFY 2021.
234-1-023-20211214	Eligible	Direct Allocation	Nursing Services	Student Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Contracted with local health agency to have a full-time nurse at the high school level to prevent and respond to coronavirus student cases.	\$ 122,500	\$ 24,500	\$ 49,000	\$ 49,000	\$ -	89 2134 323 000 016	Change Request- Was approved for \$24,500 in SFY 2021 and \$45,000 in SFY 2022.
234-1-024-20211214	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo docking stations at \$260.	\$ 5,720	\$ 5,720	\$ -	\$ -	\$ -	89 2300 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-025-20211214	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260. District level staff to include directors, payroll, and purchasing.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2500 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-026-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 3,580	\$ 1,080	\$ 2,500	\$ -	\$ -	89 2620 125 000 016	Change Request-Was approved for \$1,560 in SFY 2021
234-1-027-20211214	Eligible	Direct Allocation	Maintenance of Buildings	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: FICA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 274	\$ 83	\$ 191	\$ -	\$ -	89 2620 221 000 016	Change Request-Was approved for \$83 in SFY 2021

234-1-028-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: SUTA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 30	\$ 2	\$ 28	\$ -	\$ -	89 2620 260 000 016	Change Request-Was approved for \$2 in SFY 2021
234-1-029-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2620 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-030-20211214	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo docking stations at \$260. Student transportation staffing.	\$ 520	\$ 520	\$ -	\$ -	\$ -	89 2710 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-031-20211214	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo docking station at \$260. Food service administration.	\$ 260	\$ 260	\$ -	\$ -	\$ -	89 3120 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-032-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Connecting families with community resources for those disengaged due to COVID 19, specifically to address the unique needs of low-income students. This will help address basic needs of these students that prevent or discourage them from coming to school. Supplies to include lice kits, essential clothing, nursing supplies, and classroom supplies.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	89 1000 610 000 004	Approved at 7/13/2021 State Board Meeting.

234-1-033-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Reimbursement for additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 882 Dell laptops at \$330, 179 Lenovo ThinkPad at \$1400). This allowed for continuity of learning during temporary periods of remote learning due to COVID 19 and enabled us to say in-person..	\$ 541,660	\$ 541,660	\$ -	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-034-20211214	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo laptops at \$1400.	\$ 30,800	\$ 30,800	\$ -	\$ -	\$ -	89 2300 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-035-20211214	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. District level staff to include directors, payroll, and purchasing.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2500 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-036-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. HVAC, custodial supervision, and operation of buildings.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2620 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-037-20211214	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo laptops at \$1400. Student transportation staffing.	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	89 2710 736 000 016	Approved at 7/13/2021 State Board Meeting.

234-1-038-20211214	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo laptop at \$1400. Food service administration.	\$ 1,400	\$ 1,400	\$ -	\$ -	\$ -	89 3120 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-039-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 609 Apple iPads at \$294, 179 Lenovo Docking Stations at \$260).	\$ 225,586	\$ 225,586	\$ -	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-040-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 4,619	\$ -	\$ 4,619	\$ -	\$ -	89 2213 115 000 003	New Line Item
234-1-041-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	New Item: FICA on Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 353	\$ -	\$ 353	\$ -	\$ -	89 2213 221 000 003	New Line Item
234-1-042-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	New Item: SUTA on Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 46	\$ -	\$ 46	\$ -	\$ -	89 2213 260 000 003	New Line Item
234-1-043-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Out-of-District Travel	3. Providing principals and other school leaders with resources to address individual school needs	New Item: PLC Conference for 19 staff, including administrators and certified staff, for professional development to help address student learning loss attributed to COVID19. This includes registration fees, transportation, meals, hotels and other expenses associated with staff travel for the district.	\$ 31,909	\$ -	\$ 31,909	\$ -	\$ -	89 2213 582 000 003	New Line Item

234-1-044-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Professional Development materials for PLC Summit for staff to have training for student learning loss attributed to COVID19.	\$ 2,323	\$ -	\$ 2,323	\$ -	\$ -	89 2213 610 000 003	New Line Item
234-1-045-20211214	Eligible	Direct Allocation	Other Board of Education Services	Accounting Services	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Additional auditing costs this year due to auditing additional federal relief funds.	\$ 2,200	\$ -	\$ 2,200	\$ -	\$ -	89 2319 650 000 003	New Line Item
234-1-046-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	New Item: Classified training of staff on enhanced protocols with COVID19.	\$ 15,300	\$ -	\$ 15,300	\$ -	\$ -	89 2213 126 000 006	New Line Item
234-1-047-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	New Item: FICA on Classified training of staff on enhanced protocols with COVID19.	\$ 1,170	\$ -	\$ 1,170	\$ -	\$ -	89 2213 221 000 006	New Line Item
234-1-048-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	New Item: SUTA Classified training of staff on enhanced protocols with COVID19.	\$ 46	\$ -	\$ 46	\$ -	\$ -	89 2213 260 000 006	New Line Item
234-1-049-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Item: 2 - Sterilaser ® floor sanitizer units (\$1975 each), 3 - Nano ® mini scrubbers (\$871 each), and 2- 20" scrubbers (\$8339.93 each) to sanitize and allow greater frequency of cleaning in response to COVID19.	\$ 23,243	\$ -	\$ 23,243	\$ -	\$ -	89 2620 739 000 007	New Line Item. Units will be used in non-occupied rooms. Particularly in gyms as they have a lot of surface points being used that are hard to sanitize.

234-1-050-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	New Item: Certified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. 2 teachers @\$35 per hour for 3 hours per day, total of 121 days, for afterschool instruction to supplement regular classroom instruction.	\$ 25,410	\$ -	\$ 25,410	\$ -	\$ -	89 1000 115 000 111	New Line Item
234-1-051-20211214	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	11B. Planning and implementing supplemental after-school programs	New Item: Classified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. 5 classified staff, 2 hours per day @\$10.83, to support instruction to supplement regular classroom instruction.	\$ 13,819	\$ -	\$ 13,819	\$ -	\$ -	89 1000 125 000 111	New Line Item
234-1-052-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	New Item: Classified Staff OT Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. This cost reflects after-school instruction that puts classified staff (5) into overtime status.	\$ 7,254	\$ -	\$ 7,254	\$ -	\$ -	89 1000 126 000 111	New Line Item
234-1-053-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	New Item: FICA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 3,556	\$ -	\$ 3,556	\$ -	\$ -	89 1000 221 300 111	New Line Item
234-1-054-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	New Item: SUTA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 139	\$ -	\$ 139	\$ -	\$ -	89 1000 260 000 111	New Line Item

234-1-055-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	New Item: Supplies for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. Supplies include consumable items such as workbooks, paper, crayons/markers, needed to support instruction with less sharing between students to minimize spread of Covid.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	89 1000 610 000 111	New Line Item
234-1-056-20211214	Eligible	Direct Allocation	Nursing Services	Student Services	11A. Planning and implementing summer learning or enrichment programs	New Item: Provide nurse during student summer learning opportunities to provide additional learning opportunities to make up for learning loss from the impact of COVID19. This cost was calculated based on a contract for 3 hours per day, during the 3 week summer school.	\$ 2,560	\$ -	\$ 1,260	\$ 1,300	\$ -	89 2134 323 000 011	New Line Item
234-1-057-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Item: Additional instructional material supplies (markers, paper, pouch documents, index cards, blocks, etc) to allow for reduced sharing among students, to address SEL issues through the use of calm down boxes (39, 1 for each classroom) of supplies to encourage hands on learning and reduce stress, and Eureka Math® student sets (17) to address identified learning loss due to the impact of COVID19.	\$ 20,167	\$ -	\$ 20,167	\$ -	\$ -	89 1000 610 000 012	New Line Item
234-1-058-20211214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Item: Additional consumable instructional material supplies address SEL issues through Second Step®, and literacy resources (Heggerty - 33 sets) to address phonic awareness curriculum to address identified learning loss due to the impact of COVID19.	\$ 4,105	\$ -	\$ 4,105	\$ -	\$ -	89 1000 644 000 012	New Line Item
234-1-059-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Substitutes for Certified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost is calculated based on an estimated 620 sub hours @ \$15.79 per hour. This amounts to approx 1/3 of the sub time utilized last year.	\$ 9,800	\$ -	\$ 9,800	\$ -	\$ -	89 1000 115 000 016	New Line Item

234-1-060-20211214	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Substitutes for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost is calculated based on an estimated 938 sub hours @ \$10.45 per hour.	\$ 9,800	\$ -	\$ 9,800	\$ -	\$ -	89 1000 125 000 016	New Line Item
234-1-061-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: OT for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost reflects supported instruction that puts classified staff (25) into overtime status.	\$ 500	\$ -	\$ 500	\$ -	\$ -	89 1000 126 000 016	New Line Item
234-1-062-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	89 1000 221 000 016	New Line Item
234-1-063-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: SUTA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 60	\$ -	\$ 60	\$ -	\$ -	89 1000 260 000 016	New Line Item
234-1-064-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing. 29 teachers providing extra 15 minutes @\$30 per hour, 162 days.	\$ 35,235	\$ -	\$ 35,235	\$ -	\$ -	89 1000 115 000 016	New Line Item
234-1-065-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.	\$ 2,696	\$ -	\$ 2,696	\$ -	\$ -	89 1000 221 000 016	New Line Item
234-1-066-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: SUTA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.	\$ 106	\$ -	\$ 106	\$ -	\$ -	89 1000 260 000 016	New Line Item

234-1-067-20211214	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Reimbursement for sub licenses for existing staff in order to maintain in-person learning when teachers are in quarantine or isolation due to Covid. Reimbursement for the cost of sub licensing is paid only upon receipt of the cost incurred by the staff member.	\$ 1,200	\$ -	\$ 600	\$ 600	\$ -	89 1000 250 000 016	New Line Item
234-1-068-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Increased sub pay rate to \$30/hour if a certified teacher subs on their plan time in regard to sub shortage and increased demand for subs during COVID19. Cost is estimated on 940 hours of sub time.	\$ 9,403	\$ -	\$ 9,403	\$ -	\$ -	89 1000 115 000 016	New Line Item
234-1-069-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA on increased sub pay rate to \$30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.	\$ 720	\$ -	\$ 720	\$ -	\$ -	89 1000 221 000 016	New Line Item
234-1-070-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: SUTA on increased sub pay rate to \$30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.	\$ 30	\$ -	\$ 30	\$ -	\$ -	89 1000 260 000 016	New Line Item
234-1-071-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Certified Staff: USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Calculated based upon current full-time certified staff 178 @ \$500 ea	\$ 89,000	\$ -	\$ 89,000	\$ -	\$ -	89 1000 115 000 016	New Line Item

234-1-072-20211214	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Classified Staff: USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. 178 Classified @ \$500	\$ 89,000	\$ -	\$ 89,000	\$ -	\$ -	89 1000 125 000 016	New Line Item
234-1-073-20211214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester.	\$ 13,617	\$ -	\$ 13,617	\$ -	\$ -	89 1000 221 000 016	New Line Item
234-1-074-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: SUTA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester.	\$ 534	\$ -	\$ 534	\$ -	\$ -	89 1000 260 000 016	New Line Item

234-1-075-20211214	Eligible	Direct Allocation	Maintenance of Buildings	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Overtime salaries for janitorial staff to maintain enhanced cleaning protocols due to COVID19. We are having difficulties due to labor shortages in getting substitutes to cover these hours. This cost was calculated based on hours needed for this last year and estimated at 118 hours. We are projecting less overtime needed next year.	\$ 3,500	\$ -	\$ 2,000	\$ 1,500	\$ -	89 2620 126 000 016	New Line Item
234-1-076-20211214	Eligible	Direct Allocation	Vehicle Operation	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation. This cost is calculated at 26 hours for bus driver overtime.	\$ 250	\$ -	\$ 250	\$ -	\$ -	89 2710 125 000 016	New Line Item
234-1-077-20211214	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA on substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation.	\$ 19	\$ -	\$ 19	\$ -	\$ -	89 2710 221 000 016	New Line Item
234-1-078-20211214	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: SUTA on substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation.	\$ 1	\$ -	\$ 1	\$ -	\$ -	89 2710 260 000 016	New Line Item

Kansas CommonApp (2020)

2346-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZQXWOnJg

253_Emporia_ESSER II Plan Amended_1027

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 | Emporia USD #253

Applicant / Mailing Address

| 1700 W 7th Ave
| Emporia, KS 66801

Applicant / First and Last Name of Owner, CEO, or Executive Director | Danielle Rollman

Applicant / Email Address of Owner, CEO, or Executive Director | danielle.rollman@usd253.net

Applicant / Phone Number | 6203412224

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 | Emporia Public Schools

District Number | 253

Mailing Address | Street Address | 1700 W 7th Ave PO Box 1008

Mailing | City | Emporia

Mailing Address | Zip Code | 66801

Authorized Representative of the District | Name | Allison Anderson-Harder

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | Allison.Harder@usd253.net

Authorized Representative of the District | Phone Number | +16203412201

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | Rob.Scheib@usd253.net

Other District Representative 2 | Email Address | Danielle.Rollman@usd253.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.

Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous 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 ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district's general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to

purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

- (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (B) Implementing evidence-based activities to meet the comprehensive needs of students.
- (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Retention premium pay of \$1000 per active employee paid in 2 installments of \$500 after second and third trimesters. (fill positions needed the most to address students' needs, increase retention rates, more focus is put on trained employees rather than having to initiate training for new staff as a result of frequent turnover)

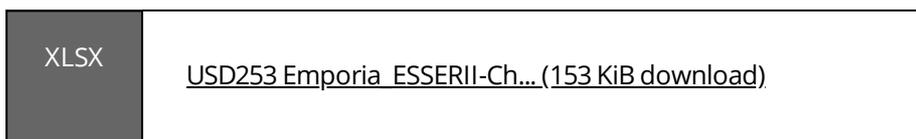
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

- Increased in-person attendance for students and staff
- Pre- and post-academic skill data
- Decreased positive cases and trend data
- Decreased quarantines
- Increased retention rates of certified and classified staff

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Danielle Rollman

Date | 10/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
253	Emporia	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
253-1-001-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for summer school to address the learning loss of students and prevent the "summer slide"	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	076 E 1000 00 0000 755 00 610	Approved at 6/9/2021 State Board Meeting
253-1-002-20211214	Eligible	Direct Allocation	Student Transportation	Intereducational, Interagency Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Transportation to get students from their home school to the applicable summer school site.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	076 E 2700 00 0000 755 00 590	Approved at 6/9/2021 State Board Meeting
253-1-003-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 70,500	\$ -	\$ 70,500	\$ -	\$ -	076 E 1000 01 0000 755 00 110	Approved at 6/9/2021 State Board Meeting

253-1-004-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	076 E 1000 01 0000 755 00 120	Approved at 6/9/2021 State Board Meeting. New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19. For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year. Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal.
253-1-005-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The required benefits (Social Security) that goes with the teacher and teacher aide wages above	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	076 E 1000 01 0000 755 00 220	Approved at 6/9/2021 State Board Meeting
253-1-006-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Provide social-emotional supprt to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester	\$ 65,500	\$ -	\$ 65,500	\$ -	\$ -	076 E 2100 01 0071 000 00 110	Approved at 6/9/2021 State Board Meeting
253-1-007-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The required benefits (Social Security) that goes with the guidance counselor wages above	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	076 E 2100 01 0071 000 00 220	Approved at 6/9/2021 State Board Meeting
253-1-008-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee witll receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 225,000	\$ -	\$225,000	\$ -	\$ -	076 E 1000 01 0000 000 00 151	Approved at 10/12/2021 State Board Meeting

253-1-009-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 250,000	\$ -	\$250,000	\$ -	\$ -	076 E 1000 01 0000 000 00 152	Approved at 10/12/2021 State Board Meeting
253-1-010-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day	\$ 125,000	\$ -	\$125,000	\$ -	\$ -	076 E 1000 01 0000 000 00 110	Approved at 10/12/2021 State Board Meeting
253-1-011-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day	\$ 175,000	\$ -	\$175,000	\$ -	\$ -	076 E 1000 01 0000 000 00 120	Approved at 10/12/2021 State Board Meeting
253-1-012-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Required social security benefits due to the additional pay	\$ 59,375	\$ -	\$ 59,375	\$ -	\$ -	076 E 1000 01 0000 000 00 220	Approved at 10/12/2021 State Board Meeting
253-1-013-20211214	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	Updated: This afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.	\$ 480,556	\$ -	\$480,556	\$ -	\$ -	076 E 2100 00 0000 000 00 300	Change Request-Was approved for \$350,000 in SFY 2022 at 6/9/2021 State Board Meeting

253-1-014-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$500 on their March payroll check and June payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 460,000	\$ -	\$460,000	\$ -	\$ -	076 E 1000 01 0000 000 00 151	New Line Item - # of teachers = 460 per discussion with asst supt
253-1-015-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$500 on their March payroll check and June payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 715,000	\$ -	\$715,000	\$ -	\$ -	076 E 1000 01 0000 000 00 152	New Line Item - # of aides & assistants = 715 per discussion with asst supt
253-1-016-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New: Required social security benefits due to the additional pay	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	076 E 1000 01 0000 000 00 220	New Line Item

Kansas CommonApp (2020)

2330-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jLdndRkj

259_Wichita Public Schools ESSER II Plan Change Request_1015

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 | Wichita Public Schools

Applicant / Mailing Address

| 903 S Edgemoor
| Wichita, KS 67218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dee Dee Stroot

Applicant / Email Address of Owner, CEO, or Executive Director | dstroot@usd259.net

Applicant / Phone Number | 316-973-4000

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) | usd259.org

Application details

Full District Name		Wichita Public Schools
District Number		259
Mailing Address Street Address		903 S Edgemoor
Mailing City		Wichita
Mailing Address Zip Code		67218
Authorized Representative of the District Name		Dee Dee Stroot
Authorized Representative of the District Position or Title		Executive Director of Innovation & Implementation
Authorized Representative of the District Email Address		dstroot@usd259.net
Authorized Representative of the District Phone Number		+113169734000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		swillis@usd259.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 had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 enrollment leading to a \$12 million funding loss for the District. The District also lost about \$3 million in Nutrition Services revenue and about \$1 million in Medicaid reimbursement. The District moved quickly to invest over \$24 million in technology in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined. Technology expenses, including internet access, has only grown from there. As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on the mental health needs of both students and staff, expressing needs for more counselors, social workers, psychs and other mental health supports for students who have feelings of isolation, depression, anger and disengagement. ELL students in particular have high mental health needs as the language barrier exacerbated the emotional trauma. Our students with disabilities lost the ability to peer model for most of the school year, particularly those who were medically fragile. Our homeless population, normally around 1000 annually, dipped to 450 at one point, indicating our homeless students were not captured by the normal safety nets in place. Learning loss is still being measured, but the needs assessment indicates students will need a lot of academic support to recover, starting with robust summer school in 2021.

Does the district have remaining ESSER I funding that it has not yet spent as of		No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Wichita Public Schools will use the ESSER II funds to support: Summer School, needed facilities work, instructional support and human capital to address learning loss, student recovery, technology, mental health supports including behaviors as a result of being remote and/or struggling with trauma, and staff retention.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dee Dee Stroot

Date | 10/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	Dist	Data as of
259	Wich	11/8/2021

Exp end itur e ID	Eligi bilit y	Revi ew Rec om nd ing Str uct ure	Fu n d am en t	Ob jec t Na me	ESSE R Allow able Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expendit ures (\$)	Budgeted Expendit ures in SFY 2021 (\$)	Budgeted Expendit ures in SFY 2022 (\$)	Budgeted Expendit ures in SFY 2023 (\$)	Budgeted Expendit ures in SFY 2024 (\$)	Ac c o u n t N u m ber Notes
259-001-112-14	Eligible	Director	Instruction	Professional Development	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request- Originally approved for \$10,532,600.00 increase cost to \$11,229,400.00: Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$11,229,400	\$10,532,600	\$ 696,800	\$ -	\$ -	5 Change Request-Was approved for \$10,532,600 in SFY 2021. Per applicant, The purchases for this request are as follow, 8000 iPads with LTE capability to support PreK - 2nd grade students, which also includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services, total cost of \$4,942,400. We purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students and also includes deployment, 4 years of accidental warranty and 2 years of summer refresh services, total cost of \$5,590,200.

259-1-002-112-14	Eligible	Director	Instructional Support	General Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	9. Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 1,467,400	\$ 1,467,400	\$ -	\$ -	\$ -	5448-00000	Approved at 7/13/2021 State Board Meeting. Per applicant, This is for budgeted supplies (e.g. computer bags, cases, ipad pens, monitors, speakers, headsets, etc.)	
259-1-003-112-14	Eligible	Director	Instructional Support	Regular and Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	56013-00001	Approved at 7/13/2021 State Board Meeting. Per applicant, 44 Paraeducators sub/temp for Summer Safari

259-1-004-20211214	Eligible	Director	Instruction	Social and Learning	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 67,640	\$ 67,640	\$ -	\$ -	\$ -	56013-10001	Approved at 7/13/2021 State Board Meeting.
259-1-005-20211214	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 10,630	\$ 10,630	\$ -	\$ -	\$ -	56013-10001	Approved at 7/13/2021 State Board Meeting.
259-1-006-20211214	Eligible	Director	Instruction	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 845,000	\$ 845,000	\$ -	\$ -	\$ -	56013-10001	Approved at 7/13/2021 State Board Meeting. Per applicant, 220 Certified Teachers for Summer Safari.

259-1-007-20211214	Eligible	Director	Instruction	General and Supplemental Programs	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 110,000	\$ 110,000	\$ -	\$ -	\$ -	56013-10001	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)
259-1-008-20211214	Eligible	Director	Instruction	Regular and Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.

259-1-009-20211214	Eligible	Director	Instruction	Social Security	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 31,140	\$ 31,140	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.
259-1-010-20211214	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,910	\$ 4,910	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.
259-1-011-20211214	Eligible	Director	Instruction	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 381,000	\$ 381,000	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting. Per applicant, 132 Certified Teachers for Summer Exploration.

259-014-20211214	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 170	\$ 170	\$ -	\$ -	\$ -	5 6 0 1 3 - 1 0 0 0 0 3	Approved at 7/13/2021 State Board Meeting.
259-015-20211214	Eligible	Director	Instruction	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	5 6 0 1 3 - 1 0 0 0 0 3	Approved at 7/13/2021 State Board Meeting. Per applicant, 5 Certified Teachers for 8th Grade Math Bridge Academy.
259-016-20211214	Eligible	Director	Instruction	General	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	5 6 0 1 3 - 1 0 0 0 0 3	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).

259-1-017-20211214	Eligible	Director	Instruction	Social and Learning or enrichment programs	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,270	\$ 8,270	\$ -	\$ -	\$ -	56013-10004	Approved at 7/13/2021 State Board Meeting.
259-1-018-20211214	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,300	\$ 1,300	\$ -	\$ -	\$ -	56013-10004	Approved at 7/13/2021 State Board Meeting.
259-1-019-20211214	Eligible	Director	Instruction	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 108,000	\$ 108,000	\$ -	\$ -	\$ -	56013-10004	Approved at 7/13/2021 State Board Meeting. Per applicant, 64 Certified Teachers for Extended Learning Opportunity.

259-1-020-202-112-14	Eligible	Director	Instruction	Social Security and Community Development	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 11,580	\$ 11,580	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting.
259-1-021-202-112-14	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,860	\$ 1,860	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting.
259-1-022-202-112-14	Eligible	Director	Instruction	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 151,000	\$ 151,000	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting. Per applicant, 10 Addendum for Learning Center Teachers, 16 classroom teachers for Learning Center, 2 PE teachers, 1 STS.

259-1-023-20211214	Eligible	Director	Instruction	General and Supplemental Learning or enrichment programs	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).
259-1-024-20211214	Eligible	Director	Instruction	Social and Community Involvement	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,150	\$ 1,150	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-025-20211214	Eligible	Director	Instruction	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 190	\$ 190	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.

259-1-026-202-112-14	Eligible	Director	Instruction	Regular and identified enrichment programs	11A. Planning and implementation of summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	56013-10006	Approved at 7/13/2021 State Board Meeting. Per applicant, 2 Certified Teachers for July Learning Center.
259-1-027-202-112-14	Eligible	Director	Support	Special Services (Students)	11A. Planning and implementation of summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 19,440	\$ 19,440	\$ -	\$ -	\$ -	56013-21001	Approved at 7/13/2021 State Board Meeting.
259-1-028-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementation of summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,070	\$ 3,070	\$ -	\$ -	\$ -	56013-21001	Approved at 7/13/2021 State Board Meeting.

259-1-029-202-112-14	Eligible	Director	Support	Regular and certified salaries (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 254,000	\$ 254,000	\$ -	\$ -	\$ -	56013-210001	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 nurses & 44 CST staff for Summer Safari.
259-1-030-202-112-14	Eligible	Director	Support	Special Services (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,190	\$ 8,190	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting.
259-1-031-202-112-14	Eligible	Director	Support	Other Employment Benefits (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,310	\$ 1,310	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting.

259-1-032-202-112-14	Eligible	Director	Support	Regular and certified salaries (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 107,000	\$ 107,000	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting. Per applicant, 11 nurses & 22 CST Staff for Summer Exploration.
259-1-033-202-112-14	Eligible	Director	Support	Special Services (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting.
259-1-034-202-112-14	Eligible	Director	Support	Other Employment Benefits (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting.

259-1-035-202-112-14	Eligible	Director	Support	Regular and Ce	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 addendum for 8th Grade Math Bridge Academy.
259-1-036-202-112-14	Eligible	Director	Support	Special and Ce	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,690	\$ 3,690	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting.
259-1-037-202-112-14	Eligible	Director	Support	Other Empl	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 600	\$ 600	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting.

259-1-038-202-112-14	Eligible	Director	Support	Regular and certified salaries (Students)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting. Per applicant, 8 nurses & 16 CST staff for Extended Learning Opportunity.
259-1-039-202-112-14	Eligible	Director	Support	Special Services - Instruction	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,060	\$ 4,060	\$ -	\$ -	\$ -	56013-222001	Approved at 7/13/2021 State Board Meeting.
259-1-040-202-112-14	Eligible	Director	Support	Other Employment Benefits - Instruction	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 650	\$ 650	\$ -	\$ -	\$ -	56013-222001	Approved at 7/13/2021 State Board Meeting.

259-1-041-202-112-14	Eligible	Director	Support	Regular and certified salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Coordinators for Summer Safari.
259-1-042-202-112-14	Eligible	Director	Support	Special Security Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,070	\$ 2,070	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-043-202-112-14	Eligible	Director	Support	Other Employment Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 340	\$ 340	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.

259-1-044-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 27,000	\$ 27,000	\$ -	\$ -	\$ -	56013-22002	Approved at 7/13/2021 State Board Meeting. Per applicant, 11 Coordinators for Summer Exploration.
259-1-045-202-112-14	Eligible	Director	Support	Special	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-22003	Approved at 7/13/2021 State Board Meeting.
259-1-046-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-22003	Approved at 7/13/2021 State Board Meeting.

259-1-047-202-112-14	Eligible	Director	Support	Regular and Ce-rtified Sal-aries	11A. Planning and implemen-ting summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-220003	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Supplemental for 8th Grade Math Bridge Academy.
259-1-048-202-112-14	Eligible	Director	Support	Regular and Ce-rtified Sal-aries	11A. Planning and implemen-ting summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting. Per applicant, 64 stipends for Extended Learning Opportunity.
259-1-049-202-112-14	Eligible	Director	Support	Social Security Contributions	11A. Planning and implemen-ting summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,750	\$ 4,750	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting.

259-1-050-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 770	\$ 770	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting.
259-1-051-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 49,000	\$ 49,000	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting. Per applicant, 8 Supplementals for Extended Learning Opportunity.
259-1-052-202-112-14	Eligible	Director	Support	Social	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 390	\$ 390	\$ -	\$ -	\$ -	56013-220005	Approved at 7/13/2021 State Board Meeting.

259-1-053-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 70	\$ 70	\$ -	\$ -	\$ -	56013-22005	Approved at 7/13/2021 State Board Meeting.
259-1-054-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	56013-22005	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Coordinator for HS Learning Center.
259-1-055-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementation summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	56013-22005	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Clerical Support for Summer Safari.

259-1-056-202-112-14	Eligible	Director	Support	Social and	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-057-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-058-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting. Per applicant, 18 Clerical Support for Summer Exploration.

259-1-059-202-112-14	Eligible	Director	Support	Social and	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,840	\$ 1,840	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-060-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300	\$ 300	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-061-202-112-14	Eligible	Director	Support	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Clerical Support for HS Learning Center.

259-1-062-202-112-14	Eligible	Director	Support	Social Services	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 160	\$ 160	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-063-202-112-14	Eligible	Director	Support	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 40	\$ 40	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.

259-1-064-202-112-14	Eligible	Director	Student	Student	11A. Planning and Training summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-065-202-112-14	Eligible	Director	Student	Student	11A. Planning and Training summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 133,365	\$ 133,365	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting

259-1-066-202-112-14	Eligible	Director	Student	Student	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 66,683	\$ 66,683	\$ -	\$ -	\$ -	56013-27004	Approved at 7/13/2021 State Board Meeting.
259-1-067-202-112-14	Eligible	Director	Food Service	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 43,000	\$ 43,000	\$ -	\$ -	\$ -	56013-31001	Approved at 7/13/2021 State Board Meeting. Per applicant, 44 Cooks & Aides for Summer Safari.

259-1-068-202-112-14	Eligible	Director	Food Service Operations	Social Security Code	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,290	\$ 3,290	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting
259-1-069-202-112-14	Eligible	Director	Food Service Operations	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 530	\$ 530	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting.
259-1-070-202-112-14	Eligible	Director	Food Service Operations	Regular	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Cooks & Aides for Summer Exploration.

259-1-071-202-112-14	Eligible	Director	Special Services	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting
259-1-072-202-112-14	Eligible	Director	Other	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting

259-1-073-20211214	Eligible	Director	Support Services (Students)	Regular No-Certified with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 270,000	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	5	Approved at 7/13/2021 State Board Meeting.
259-1-074-20211214	Eligible	Director	Support Services (Students)	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 49,800	\$ -	\$ 16,600	\$ 16,600	\$ 16,600	5	Approved at 7/13/2021 State Board Meeting.

259-1-075-20211214	Eligible	Director	Support Services (Students)	Social Security Children's Issues (Students)	4. Activities to address the unique needs of low-income children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 20,100	\$ -	\$ 6,700	\$ 6,700	\$ 6,700	5	Approved at 7/13/2021 State Board Meeting.
259-1-076-20211214	Eligible	Director	Support Services (Students)	Other Employment Benefits (Students)	4. Activities to address the unique needs of low-income children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 19,200	\$ -	\$ 6,400	\$ 6,400	\$ 6,400	5	Approved at 7/13/2021 State Board Meeting.

259-1-077-202-112-14	Eligible	Director	Support	Group	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issued that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 422,280	\$ -	\$ 140,760	\$ 140,760	\$ 140,760	5	Approved at 7/13/2021 State Board Meeting.
259-1-078-202-112-14	Eligible	Director	Support	Special	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issued that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 225,095	\$ -	\$ 75,032	\$ 75,032	\$ 75,032	5	Approved at 7/13/2021 State Board Meeting

259-1-079-202-112-14	Eligible	Director	Support	Other	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 139,246	\$ -	\$ 46,415	\$ 46,415	\$ 46,415	5	Approved at 7/13/2021 State Board Meeting
259-1-080-202-112-14	Eligible	Director	Support	Regular	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 2,942,412	\$ -	\$ 980,804	\$ 980,804	\$ 980,804	5	Approved at 7/13/2021 State Board Meeting.

259-1-081-202-112-14	Eligible	Director	Support	Other	10. Providing mental health services and supports	The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform school/work. For staff, the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program, but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical, mental and financial health impacts of COVID on students and families. We plan to expand our EAP services, including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally, we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years, making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one.	\$ 255,000	\$ -	\$ 85,000	\$ 85,000	\$ 85,000	5 Approved at 7/13/2021 State Board Meeting. 6 0 3 9 - 2 2 0 0 0 1
259-1-082-202-112-14	Eligible	Director	Instruction	Regular	12. Addressing learning loss among students, including vulnerable population	Change Request- Originally approved for \$11,866,323.53 reduce cost to \$7,389,096.77: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 7,389,097	\$ -	#####	\$ -	\$ -	5 Approved at 10/12/2021 State Board Meeting. Per applicant, 6 Approximately 10,000+ students could be affected. Really, this buy up 0 has the potential to serve all of our population at one point or another 4 as those who are outside of special education may support learnings 0 gaps. This includes a buy up for mainly students with disabilities, - however it also includes general education & Title I paras as well. 1 Number of current staff - 1,381. Of those FTE 184 are currently vacant. 0 The hope is that the increase in hours and benefits will attract 0 applicants 0 0 0 1

259-1-083-202-112-14	Eligible	Director	Instructional	Grade 12	Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$4,497,406 reduce cost to \$2,769,287: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 2,769,287	\$ -	#####	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-084-202-112-14	Eligible	Director	Instructional	Special	Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$907,773.75 reduce cost to \$565,265.90: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 565,266	\$ -	\$ 565,266	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-085-202-112-14	Eligible	Director	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-086-202-112-14	Eligible	Director	Support	Regular	12. Addressing learning loss among students, including vulnerable populations (Students)	Change Request- Originally approved for \$282,970.16 reduce cost to \$61,856.32: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 61,856	\$ -	\$ 61,856	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting. Per applicant, Number of current staff - 9. Of those FTE, 2 are vacant. They have the potential affect all students who receive a related service as they are floated to multiple buildings and support where needed.

259-1-087-202-112-14	Eligible	Director	Support Services (Students)	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$126,160.80 reduce cost to \$61,080.00: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 61,080	\$ -	\$ 61,080	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting
259-1-088-202-112-14	Eligible	Director	Special Services (Students)	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$21,647.22 reduce cost to \$4,732.01: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 4,732	\$ -	\$ 4,732	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting

259-1-089-202-112-14	Eligible	Director	Support	Other	12. Addressing learning loss among students, including vulnerable population (Students)	Change Request- Originally approved for \$11,994.00 reduce cost to \$2,597.19: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 2,597	\$ -	\$ 2,597	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting
259-1-090-202-112-14	Eligible	Director	Support	Regular	12. Addressing learning loss among students, including vulnerable population (Students)	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 600,000	\$ -	\$ 200,000	\$ 200,000	\$ 200,000	5	Approved at 7/13/2021 State Board Meeting

259-1-091-202-112-14	Eligible	Director	Support	Special	12. Addressing learning loss among students, including vulnerable population	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 45,900	\$ -	\$ 15,300	\$ 15,300	\$ 15,300	5	Approved at 7/13/2021 State Board Meeting.
259-1-092-202-112-14	Eligible	Director	Support	Other	12. Addressing learning loss among students, including vulnerable population	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 12,600	\$ -	\$ 4,200	\$ 4,200	\$ 4,200	5	Approved at 7/13/2021 State Board Meeting.

259-1-093-202-112-14	Eligible	Director	Support Services	Bookends	12. Addressing learning loss among students, including vulnerable population	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 2,400,000	\$ -	\$ 800,000	\$ 800,000	\$ 800,000	5	Approved at 7/13/2021 State Board Meeting.
259-1-094-202-112-14	Eligible	Director	Instructional	Group	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 149,040	\$ -	\$ 49,680	\$ 49,680	\$ 49,680	5	Approved at 7/13/2021 State Board Meeting.

259-1-095-202-112-14	Eligible	Director	Instructional	Social Services and supports	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 77,694	\$ -	\$ 25,898	\$ 25,898	\$ 25,898	5	Approved at 7/13/2021 State Board Meeting.
259-1-096-202-112-14	Eligible	Director	Instructional	Other	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 48,104	\$ -	\$ 16,035	\$ 16,035	\$ 16,035	5	Approved at 7/13/2021 State Board Meeting.

259-1-097-202-112-14	Eligible	Director	Instruction	Regular	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 1,015,602	\$ -	\$ 338,534	\$ 338,534	\$ 338,534	5	Approved at 7/13/2021 State Board Meeting
259-1-098-202-112-14	Eligible	Director	Instruction	Regular	12. Addressing learning loss among students, including vulnerable population	Change Request- Originally approved for \$478,644.66 reduce cost to \$206,973.44: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 206,973	\$ -	\$ 206,973	\$ -	\$ -	5	Approved at 7/13/2021 State Board Meeting

259-1-099-202-112-14	Eligible	Director Allocation	Instructional	Group	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$169,988.40 reduce cost to \$100,436.40: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 100,436	\$ -	\$ 100,436	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting. Per applicant, Number 6 of current staff - 9. Of those FTE, 2 are vacant. They have the potential 0 affect all students who receive a related service as they are floated to 5 multiple buildings and support where needed.
259-1-100-202-112-14	Eligible	Director Allocation	Instructional	Social	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$36,616.32 reduce cost to \$15,833.47: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 15,833	\$ -	\$ 15,833	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-101-202-112-14	Eligible	Director	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$17,290.30 reduce cost to \$5,635.17: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 5,635	\$ -	\$ 5,635	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-102-202-112-14	Eligible	Director	Support	Grants	12. Addressing learning loss among students, including vulnerable populations (Students)	Change Request- Originally approved for \$1,473.60 reduce cost to \$480: - The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 480	\$ -	\$ 480	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-103-20211214	Eligible	Director	Support	Social Security Administration - Subsidies	12. Addressing learning loss among students, including vulnerable population	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 60,787	\$ -	\$ 20,262	\$ 20,262	\$ 20,262	5	Approved at 7/13/2021 State Board Meeting.
259-1-104-20211214	Eligible	Director	Support	Other	12. Addressing learning loss among students, including vulnerable population	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 37,417	\$ -	\$ 12,472	\$ 12,472	\$ 12,472	5	Approved at 7/13/2021 State Board Meeting
259-1-105-20211214	Eligible	Director	Support	Regular	12. Addressing learning loss among students, including vulnerable population	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 794,604	\$ -	\$ 264,868	\$ 264,868	\$ 264,868	5	Approved at 7/13/2021 State Board Meeting.

259-1-106-202-112-14	Eligible	Director	Operational & Maintenance Materials of Plant	General Purchasing supplies to sanitize and clean LEA and school facilities	7. ESSER funds are being requested to continue the use of Zoono Z-71 surface sanitizer on school buses into the 2021-22 school year. First Student charges USD 259 a daily fee for the product and application of the product. Zoono Z71's technology has also been adopted by USD 259's custodial department. It coats surfaces for 30 days and uses pin-like technology to "pop" and kill viruses. Zoono-Z71 is 99.99% effective in killing the Coronavirus. If USD 259 discontinues the application of Zoono-771, surfaces in the bus will not be regularly sanitized. The applicant of Zoono-Z71 will help stop the spread of the Coronavirus for school bus passengers.	\$ 270,000	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	5	Approved at 10/12/2021 State Board Meeting.
259-1-107-202-112-14	Eligible	Director	Instructional Services	Purchasing and implemented supplemental after-school programs & Technical Services	11B. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (prek to 12th grade) to address interrupted academic instruction. One tutoring support we would like to put into place is an on-demand option called Revolution Prep. Revolution Prep is online, on-demand tutoring to help student improve skills and mastery. This online tutoring platform will be available to all secondary students (6th - 12th grade - approximately 26,000 students). It covers over 60 academic subjects. This online platform can also be used when students are in quarantine. Students can access Revolution Prep for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' grades, benchmark screeners and high school students on-track to graduate. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-108-202-112-14	Eligible	Director	Operations & Maintenance	7. Purchasing supplies to sanitize and clean LEA and school facilities	ESSER funds are being requested to purchase Hand Sanitizer for our buildings to prevent the spread of COVID. They will be purchased and distributed in bulk and then requested as need arises at our 94 facilities.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-109-202-112-14	Eligible	Director	Support Services (Student & Technical Services)	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID-19 has impacted student mental health, behavior, and the ability to perform academically. In reviewing feedback from parents, staff, and students, almost every response included the need for ways to support relationships, mental health, and academics due to isolation from peers and adults. More than were anticipated, students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students and staff self-reported similar feelings about themselves. Staff also noted students having diminished focus and social skills over the past year. The district currently has schools where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing SPED students, leaving very few staff to intervene and assist with these needs. The district would like to improve student climate through Restorative Practices. The district will begin by training staff at 14 elementary schools, 15 middle schools and 3 K-8 schools. This training will teach school administrators, educators, and support staff how to explicitly build positive school climate and culture using Restorative Practices, the science of relationships and community, by adding more staff to support and intervene. This will take place over a two year period. Restorative Practices will supply Mental and Behavior support initiatives to train our adults to better support and teach our students within USD 259 to increase positive relationship building, increase the number of ways our students can self-regulate and regulate their interactions with faculty and peers. Restorative Practices empowers a diversity of voices and reduces discipline disparities based on race and gender. This is a trauma informed training that will help our faculty, staff, and administration to be more prepared and proactive in preventing behaviors and to be more informed on ways to collaborate with students when frustration rises. We will use student discipline data from 2018-19, 2019-20, and 2020-21 to compare it to the data in the coming school year. We will also leverage the use of Restorative Practices dispositions to track how often schools are using Restorative Practices vs days of suspensions. This will be tracked quarterly. SAEBRS (SEL) data will also be monitored for improvements from fall to spring. The addition of Restorative Practices will affect approximately 6,065 elementary and 10,500 middle school students. If we are getting positive results, we will roll out to high schools and additional elementary schools over the next three years.	\$ 3,250,000	\$ -	#####	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-110-20211214	Eligible	Director	Support Services (Students)	General Services (Materials)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Recruitment & Recovery office supplies, printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	5 Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. The office of recruitment & recovery distributes flyers and sends mail to students' families to get in contact with disengaged students as well as students who have left the district. These efforts are done by getting in communication with students and their families, so by providing the office of recruitment and recovery with supplies such as printers to have access to be able to print flyers and letters, as well as supplies is crucial to engage and connect with students.
259-111-20211214	Eligible	Director	Support Services (Students)	General Services (Materials)	10. Providing mental health services and supports	Office supplies for Behavior Health School Liaisons printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	5 Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the BHSL. The 8 Behavior Health School Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information). BHSL added to support the increased number of students with mental health and social and emotional needs. These staff work with families of qualifying students by connecting them with necessary communities supports.

259-112-20211214	Eligible	Director	Support	Regular	10. Providing mental health services and supports	<p>The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.</p>	\$ 1,347,120	\$ -	\$ 449,040	\$ 449,040	\$ 449,040	5	Approved at 10/12/2021 State Board Meeting.
259-113-20211214	Eligible	Director	Support	Group	10. Providing mental health services and supports	<p>The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.</p>	\$ 198,720	\$ -	\$ 66,240	\$ 66,240	\$ 66,240	5	Approved at 10/12/2021 State Board Meeting.

259-114-20211214	Eligible	Director	Support	Social Services and supports	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 103,056	\$ -	\$ 34,352	\$ 34,352	\$ 34,352	5	Approved at 10/12/2021 State Board Meeting.
259-115-20211214	Eligible	Director	Support	Other	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 51,696	\$ -	\$ 17,232	\$ 17,232	\$ 17,232	5	Approved at 10/12/2021 State Board Meeting.

259-116-202-112-14	Eligible	Director	Support	Principal and other school leaders with resources to address individual school needs	3. Providing principals and other school leaders with resources to address individual school needs	Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-117-202-112-14	Eligible	Director	Support	Regular and other school leaders with resources to address individual school needs	3. Providing principals and other school leaders with resources to address individual school needs	Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 9,288	\$ -	\$ 9,288	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting. Per applicant, This is salary request to pay the 24 teachers' stipends who will be attending the 8 to Great training outside of their contract day.

259-118-202-112-14	Eligible	Director	Support	Social	3. Providing principals and other school leaders with resources to address individual school needs	Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 711	\$ -	\$ 711	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-119-202-112-14	Eligible	Director	Support	Other	3. Providing principals and other school leaders with resources to address individual school needs	Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 79	\$ -	\$ 79	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-120-202-112-14	Eligible	Director	Support	Books and other school leaders with social resources to address individual school needs	3. Providing principals and other school leaders with social resources to address individual school needs	Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 200	\$ -	\$ 200	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-121-202-112-14	Eligible	Director	Instructional Support	General Learning Loss among students including vulnerable population	12. Addressing learning loss among students, including vulnerable population	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting. Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.

259-1-122-202-112-14	Eligible	Director	Instructional Support	General Addressing learning loss among vulnerable populations	12. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	56109-10001	Approved at 10/12/2021 State Board Meeting. Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.
259-1-123-202-112-14	Eligible	Director	Central Services	Infrastructure	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure as to environmental health hazards, and to support student health needs	\$ 96,000	\$ -	\$ 32,000	\$ 32,000	\$ 32,000	56038-25000	Approved at 10/12/2021 State Board Meeting.

259-1-124-202-112-14	Eligible	Director	Instructional Support	General Services (Materials)	3. Providing principals and other school leaders with resources to address individual school needs	To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. Seesaw gives parents an immediate and personalized window into their child's school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner's location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	5 Approved at 10/12/2021 State Board Meeting. Per applicant, This is how assignments are turned in for PreK-5. Because the assignment hand in/out process in Teams is more complex, Seesaw provides a simplistic interface for students that have a low digital literacy level. This is particularly crucial during the pandemic as this is how student assignments are completed 100% of the time when they are quarantined.
259-1-125-202-112-14	Eligible	Director	Support Services (Student Materials)	General Services (Materials)	10. Providing mental health services and supports	CST office supplies, printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	5 Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the additional CST. The additional CST need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information).

259-1-126-202-112-14	Eligible	Director	Support Services (Students)	Regular No-Ce rtified (Students)	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	The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 1,590,435	\$ -	\$ 530,145	\$ 530,145	\$ 530,145	5	Approved at 10/12/2021 State Board Meeting.
259-1-127-202-112-14	Eligible	Director	Support Services (Students)	General Support Services (Students)	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	The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	5	Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for Senior Liaisons. The Senior Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information).

259-1-128-202-112-14	Eligible	Director	Support Services (Students)	Special Services (Students)	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	The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 136,671	\$ -	\$ 45,557	\$ 45,557	\$ 45,557	5	Approved at 10/12/2021 State Board Meeting.
259-1-129-202-112-14	Eligible	Director	Support Services (Students)	Other Employment (Students)	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	The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 13,521	\$ -	\$ 4,507	\$ 4,507	\$ 4,507	5	Approved at 10/12/2021 State Board Meeting.

259-1-130-202-112-14	Eligible	Director	Instructional	Regular	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	1 to 1 Device (Surface Pro) Roll Out Professional Learning for Middle School Teachers. One time stipend provided to staff to come outside of contract day or during the time they must work in classrooms during report week. This 1 hour will be spent educating our teachers on how to utilize their computer efficiently and effectively and help support students who are at different learning levels and to be able to better scaffold supports for each of them. Teachers will be able to utilize their computer to enhance teacher instruction and student outcomes.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting. Per applicant, Yes, staff are aware and agree to the training. The need for 1 to 1 technology.
259-1-131-202-112-14	Eligible	Director	Instructional	Architectural	11B. Planning and implementation of supplemental after-school programs & Technical Services	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 1,862,960	\$ -	#####	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-132-202-112-14	Eligible	Director	Instructional	Social	11B. Planning and implementation of supplemental after-school programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 8,626	\$ -	\$ 8,626	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-133-202-112-14	Eligible	Director	Instruction	Other	11B. Planning and implementation of supplemental after-school programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 959	\$ -	\$ 959	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-134-202-112-14	Eligible	Director	Instruction	Regular	11B. Planning and Certification supplemental after-school programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed. Supplementals (72) Level A Intervention Tutors.	\$ 112,752	\$ -	\$ 112,752	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-135-202-112-14	Eligible	Director	Instructional Support	General and Supplemental after-school programs (includes computer software)	11B. Planning and implementation of supplemental after-school programs An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed. Headphone/supplies for Varsity Tutors	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-136-202-112-14	Eligible	Director	Support Services - Instruction	Regular and certified substitutes for the reopening and operation of school facilities	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 2,585,256	\$ -	\$ 861,752	\$ 861,752	\$ 861,752	5	Approved at 10/12/2021 State Board Meeting.

259-1-137-202-112-14	Eligible	Director	Support	Social	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 197,772	\$ -	\$ 65,924	\$ 65,924	\$ 65,924	5	Approved at 10/12/2021 State Board Meeting.
259-1-138-202-112-14	Eligible	Director	Support	Other	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 21,975	\$ -	\$ 7,325	\$ 7,325	\$ 7,325	5	Approved at 10/12/2021 State Board Meeting.

259-1-139-202-112-14	Eligible	Director	Support	Purchasing	12. Addressing learning loss among students, including vulnerable populations	Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-140-202-112-14	Eligible	Director	Support	Regulation	12. Addressing learning loss among students, including vulnerable populations	Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.
259-1-141-202-112-14	Eligible	Director	Support	Special Services	12. Addressing learning loss among students, including vulnerable populations	Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 2,601	\$ -	\$ 2,601	\$ -	\$ -	5	Approved at 10/12/2021 State Board Meeting.

259-1-142-202-112-14	Eligible	Director	Support Services - Instruction	Other	12. Addressing learning loss among students, including vulnerable population	Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 289	\$ -	\$ 289	\$ -	\$ -	56041-22005	Approved at 10/12/2021 State Board Meeting.
259-1-143-202-112-14	Eligible	Director	Support Services - Instruction	General	12. Addressing learning loss among students, including vulnerable population	Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. Supplies for Math Academy.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	56041-22005	Approved at 10/12/2021 State Board Meeting.

259-1-144-202-112-14	Eligible	Director	Student	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Line Item: The pandemic has caused many hardships to our families both emotionally and financially. Families are starting to resume some normalcy and return to work. Not all families are able to take students to school and several buildings experience chronic absenteeism due to lack of transportation. One initiative that we would like to continue to fund is providing city bus passes to qualifying individuals to help with this transportation dilemma. These passes will allow students to be transported to school where they will have the opportunity to close the learning loss gap caused by COVID-19. Target audiences for Wichita Transit Bus Passes include secondary students from Low-income families, English Learners, and Racial and Ethnic minorities. Student passes will be allocated to High School students living in northwest Wichita and don't qualify for transportation. Many students in this area live more than 2 miles from the schools they are attending. Furthermore, a brochure explaining the opportunity was created in both English and Spanish and will be sent to the high school students the passes could benefit. Elementary newcomers (English Learners) who live at specific locations would be allocated 20 yearly student bus passes. Typically, schools reach out to community partners and organizations to find the funds to buy the students passes. The transportation department will work alongside schools to continue to identify students who need city bus passes. Students can use Wichita Transit outside of typical school hours. So, if students wish to stay for tutoring programs or other school sponsored events outside of the school day, they could ride the city bus home. Effectiveness will be measured by use from identified students and their school attendance.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	5 6 1 9 7 - 2 7 0 0 0 1	New Line Item. Per applicant, The community donations supporting this program decreased following Covid. Historically, the district targeted specific neighborhoods, but current requests expand beyond coverage areas. The shortage of bus drivers contributes to the need. The passess address the Covid related increased need for services.
259-1-145-202-112-14	Eligible	Director	Insurer	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Line Item: Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	5 6 0 4 4 - 1 0 0 0 0 1	New Line Item. Per account name, this reflects student PPE.

259-146-202-112-14	Eligible	Director Allocation	Insurer	General Supplies to sanitize and clean LEA and school facilities	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Line Item: Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	5	New Line Item. Per account name, this reflects staff PPE.
259-147-202-112-14	Eligible	Director Allocation	Superintendent	General Services - Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Kindergarten – 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 775,000	\$ -	\$ 775,000	\$ -	\$ -	5	New Line Item. Per applicant, As teachers look to stay prepared for sudden shifts in instruction, reliable tools such as NearPod provide fluency from in-person to virtual learning environments. As our classrooms have reached 1:1, NearPod consolidates everything a teacher needs in one place remains critical. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Prekindergarten – 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology. NearPod's accessibility functions include Immersive Reader to provide text to speech, translation, color contrast, and additional text accessibility features within a lesson. Utilizing Microsoft Teams and Nearpod, educators are able to maintain consistency through Nearpod's live instruction. Some teachers also can asynchronous instruction to pre-record sessions, include voice recordings on slides to maintain connection, and ultimately provide a great instructional experience for all students meeting the needs of learning loss.

259-148-202-112-14	Eligible	Director	Superintendent	General	3. Providing principals and other school leaders with resources to address individual school needs (include computer software)	New Line Item: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten – 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, & supporting all students' learning styles.	\$ 324,000	\$ -	\$ 324,000	\$ -	\$ -	5 New Line Item. Per applicant, EdPuzzle: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten – 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, & supporting all students' learning styles.
259-149-202-112-14	Eligible	Director	Superintendent	General	3. Providing principals and other school leaders with resources to address individual school needs (include computer software)	New Line Item: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. This desktop publishing young learning app allows Kindergarten – 5th grade teachers to create interactive choice boards for students to explore content that piques their interest and students can visualize learning. Most importantly it allows learners the ability to create presentations to communicate their learning with easy-to-use graphics & layouts. This tool can be used on any device and cross-curricula. Supporting all learners, Buncee integrates Microsoft's immersive reader that enabling language to be visual, read aloud, and explained. This empowers students to be content producers versus content consumers then in turn increases retention and engagement.	\$ 321,000	\$ -	\$ 321,000	\$ -	\$ -	5 New Line Item. Per applicant, Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. This desktop publishing young learning app allows prekindergarten – 5th grade teachers to create interactive choice boards for students to explore content that piques their interest and students can visualize learning. Most importantly it allows learners the ability to create presentations to communicate their learning with easy-to-use graphics & layouts. This tool can be used on any device and cross-curricula. Supporting all learners, Buncee integrates Microsoft's Immersive Reader that enables language to be visual, read aloud, and explained. This empowers students to be content producers versus content consumers then in turn increases retention and engagement. Buncee is a tool that works double duty. Teachers can use it to create and share content and engage students in learning. Buncee can be used across a variety of teaching methods – large group, small group, and station rotations. In addition, students can use Buncee to show what they know in a unique way. Teachers can use Buncee to reach students by incorporating audio, text, links, animations, and images. And it is a tool that teachers can implement across the grade levels and subject areas. As with all requested platforms addressing blended learning, they allow students to address learning loss, and also to address learning loss during times of quarantine. Additionally, while there are a lot of ways to promote Social Emotional Learning (SEL) and prosocial behavior in the classroom, one powerful way to do so is by leveraging creativity tools like Buncee to be a powerful resource for teachers wanting to embed SEL practices into their regular curriculum. Buncee's Self-Awareness templates include a mood meter as a student emotional self-assessment tool, a personal strengths identifier tool, self-management strategies, and relationship skill builders. All of these features help set the stage for positive classroom climate and student self-efficacy.

259-150-202-112-14	Eligible	Director	Superintendent	General Services	3. Providing principals and other school leaders with resources to address individual school needs (includ computer software)	New Line Item: Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 602,000	\$ -	\$ 602,000	\$ -	\$ -	5 6 1 1 3 - 2 2 0 0 0 5	New Line Item. Per applicant, BrainPop: Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.
259-151-202-112-14	Eligible	Director	Central Services	General Services	3. Providing principals and other school leaders with resources to address individual school needs (includ computer software)	New Line Item: An allowable ESSER use is purchasing educational technology including hardware, software and Internet connections. Last year, amid the pandemic, we were able to purchase devices for all students and staff who needed them. This causes us to need to secure our network and we purchased Cisco firewall to address security and increased traffic needs (our current firewall is at the end of its life). Implantation allows for increase of internet traffic. We will track the increased utilization of bandwidth and improved resiliency of failover rate. This Data will be tracked in WhatsUp Gold.	\$ 1,420,000	\$ -	#####	\$ -	\$ -	5 6 1 1 3 - 2 5 0 0 0 1	New Line Item

259-1-152-202-112-14	Eligible	Director	Instruction	Priority	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 810,000	\$ -	\$ 810,000	\$ -	\$ -	5 New Line Item. Per applicant, Due to Pandemic, there was a need for one-to-one technology and connectivity to support staff's ability to work off campus or in a blended learning environment during district building closures.
259-1-153-202-112-14	Eligible	Director	Instruction	Priority	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 159,460	\$ -	\$ 159,460	\$ -	\$ -	5 New Line Item

259-1-154-202-112-14	Eligible	Director	Central Services	General	3. Providing principals and other school leaders with resources to address individual school needs (includ	New Line Item: Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 400,000	\$ -	\$ 400,000	\$ -	\$ -	5 New Line Item. Per applicant, As our classrooms have reached 1:1, Mosyle allows the district to centrally manage Apple devices for advanced security, monitoring, and efficient content control. Mosyle Manager allows the district to leverage a security compliance benchmark for device hardening designed specifically for K-12, ensuring that Apple devices are correctly configured without limiting expected use cases. Mosyle allows teachers to customize preferences for their classes and with the click of a button all devices in that class will be configured to meet teacher expectations, giving back valuable minutes for learning. For students who experience quarantine, Mosyle Manager can extend management of the school-owned iPads to parents and families giving parents tools to ensure the school-owned device is used correctly when at home.
259-1-155-202-112-14	Eligible	Director	Support Services	Professional Development	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Activities to address the unique needs of low-income students, students with disabilities, English Language Learners, racial/ethnic minorities, students experiencing homelessness, and foster care youth - 45 staff members will attend The Kansas Literacy Festival, hosted by Wichita's Storytime Village, is sponsoring a Literacy Through the Arts Conference at Wichita State University on Sept. 2 and 3. Geared toward PD for educators and other community stakeholders, this conference is a wonderful exploration of the 'intersection that occurs when literacy learning uses the transformative power of the arts.' We are requesting access Professional Development to train art and music teachers in strategies and activities that strengthen and support literacy in K-5 art and music rooms and support the mitigation of the effects that the pandemic has had on learning, especially those in the younger grades, were affected by shifts to online learning throughout the Spring of the 2019-20 and entire 2020-2021 year. To meet the Third Grade Reading Proficiency Goals, they are going to need additional support in literacy skills. When arts specialists incorporate reading, plus verbal and visual literacy into their programs, students are engaged, which helps them increase reading proficiency. This conference will provide educators with arts integration techniques, strategies to build engagement to narrow the learning gap caused by the COVID pandemic and the ensuing modifications to the learning process. Using arts to deepen cross curricular learning is proven to increase achievement for all students but shows improvement for low-income students. WPS Fine Arts educators will acquire knowledge and tools to build teaching capacity for the transformative power of the arts in all building classrooms. The goal is for teachers to learn and develop strategies to raise student achievement and success, support classroom educators, promote equity of access, nurture leadership and enliven the teaching and learning environment. This is a one-time initiative.	\$ 4,600	\$ -	\$ 4,600	\$ -	\$ -	5 New Line Item. Addresses Covid related learning loss.

259-1-156-202-112-14	Eligible	Director	Instruction	<p>4. Activities to address the unique needs of low-income children, children with disabilities, & English learners, racial and ethnic minorities, Ser vic es</p> <p>g homelessn ess, and foster care youth, including outreach and service delivery</p>	<p>New Line Item: Under the authorized use of activities to address the unique needs of our at-risk subgroups/racial/ethnic minorities, our Native American Program would like to partner with a community organization called Arts Partners to do Native Storytelling: Bringing the Stories to the Stage. This project will help Native American students within the district (who choose to participate) gain a better understanding and appreciation for the importance and significance Native American storytelling has on their culture. This is a team building opportunity in order to come together for a common goal and in response to prolonged isolation due to the pandemic. Arts Partners and our district's Native American program will be working directly with students, district staff & non district vendors to have the opportunity to be reintroduced to working groups, team building dynamics and social interaction. This is also an opportunity for students to learn how to re-enter group projects safely and effectively, while also gaining a renewed understanding and appreciation for Native American storytelling. The project manager will track attendance of students participating and we will look at the SEL and behavior data of those students via SAEBRS to see if there is improved social interaction and behavior. This project is one time in nature but if data supports improved social emotional needs of this subgroup, additional initiatives may be considered.</p>	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	5	New Line Item. Addresses Covid related SEL.
259-1-157-202-112-14	Eligible	Director	Operations & Maintenance	<p>10. Providing mental health services and supports</p>	<p>New Line Item: When the pandemic was underway, Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year, there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure, Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches, emails, and activity inside of Microsoft Office. During normal business hours, the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student, staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students, parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours, including weekends and holidays, the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings, weekends, and holidays, and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner, as well as allow admin to focus on other initiatives. For data, the total number of alerts received, total number of notifications sent, total number of referrals to law enforcement, school resources and to community agencies, will be tracked. In addition, students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be review at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves, the system will be able to filter out more of the alerts that do not pose threat to students/staff safety.</p>	\$ 27,000	\$ -	\$ 27,000	\$ -	\$ -	5	New Line Item. Salary to assist review of system alerts from technology use for words/phrases indicating possible student/staff safety concerns. Covid related SEL.

259-160-202-112-14	Eligible	Director	Support Services	Regular	12. Addressing learning loss among students, including vulnerable population	New Line Item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff, including alternative and special days schools, that have not been trained. This training addresses learning loss by accelerating learning for all students, which starts with ensuring that school leaders have instilled instruction, systems, leadership, and culture that support raising expectations and high achievement for all. In addition to academic needs, AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning, support educators across all content areas, and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching, ultimately helping students develop the skills needed to excel in rigorous courses. Including, professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs, educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.	\$ 133,200	\$ -	\$ 133,200	\$ -	\$ -	5 New Line Item. AVID training to remaining non-AVID buildings. 6 Addresses learning loss and SEL.
259-161-202-112-14	Eligible	Director	Support Services	Special	12. Addressing learning loss among students, including vulnerable population	New Line Item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff, including alternative and special days schools, that have not been trained. This training addresses learning loss by accelerating learning for all students, which starts with ensuring that school leaders have instilled instruction, systems, leadership, and culture that support raising expectations and high achievement for all. In addition to academic needs, AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning, support educators across all content areas, and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching, ultimately helping students develop the skills needed to excel in rigorous courses. Including, professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs, educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.	\$ 10,190	\$ -	\$ 10,190	\$ -	\$ -	5 New Line Item

259-164-202-112-14	Eligible	Director	Supp	Regular	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.	\$ 1,566	\$ -	\$ 1,566	\$ -	\$ -	5 New Line Item. Per applicant, The request for salary is to cover the supplemental to be paid to our occupational therapist who will be assisting and planning with the sensory kits and rooms installation.
259-165-202-112-14	Eligible	Director	Supp	Special	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.	\$ 120	\$ -	\$ 120	\$ -	\$ -	5 New Line Item

259-1-166-202-112-14	Eligible	Director	Superintendent	Other	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.	\$ 13	\$ -	\$ 13	\$ -	\$ -	5 New Line Item
259-1-167-202-112-14	Eligible	Director	Superintendent	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	5 New Line Item. Per applicant, bean bags, bean bag chairs, alternative lighting, mini trampoline, noise reduction headphones, weighted blankets, weighted balls, rocker chair, timer, etc. fidgets, flexible seating, small couches, ottomans, bamboo swing chairs, etc.

259-168-202-112-14	Eligible	Director	Support	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.	\$ 202,000	\$ -	\$ 202,000	\$ -	\$ -	5 New Line Item. Per applicant, A wide variety of fidgets, desk stretchy band for feet to provide movement, disco sit for seated movement, noise reduction headphones, putty for deep pressure, breathing shape cards, glitter bottles andchewies
259-169-202-112-14	Eligible	Director	Support	12. Addressing loss among students, including vulnerable population	New Line Item: When we support instructional coaches, we support teaching and learning. Instructional coaches have the power to accelerate student achievement and "fill the gap" when they are skilled at identifying effective teaching, providing intentional and constructive feedback, co-planning around both screening and diagnostic data at grade, class, and student level, and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st, 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning, walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery, building data analysis and coaching around gaps, etc. Novice instructional coaches will be paired with a veteran coach, who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals, our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills, specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.	\$ 28,750	\$ -	\$ 28,750	\$ -	\$ -	5 New Line Item. Per applicant, filling the gap is to address Covid related learning loss.

259-183-202-112-14	Eligible	Director Support Services (Students)	Group	10. Providing mental health services and supports	New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools. We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).	\$ 124,200	\$ -	\$ 41,400	\$ 41,400	\$ 41,400	5	New Line Item
259-184-202-112-14	Eligible	Director Support Services (Students)	Supplies	10. Providing mental health services and supports	New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools. We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	5	New Line Item
259-185-202-112-14	Eligible	Director Support Services (Students)	Professional Development	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Professional Development and coaching for NTI Specialists. COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	5	New Line Item

Kansas CommonApp (2020)

2215-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XkgnPKMX

281_Graham County_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Graham County USD 281
Applicant / Mailing Address	117 N 3rd St
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dale Deighton
Applicant / Email Address of Owner, CEO, or Executive Director	daledeighton@usd281.com
Applicant / Phone Number	7854212135

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)	www.usd281.com
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Application details

Full District Name	Graham County USD 281
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District Number		281
Mailing Address Street Address		117 N 3rd St
Mailing City		Hill City
Mailing Address Zip Code		67642
Authorized Representative of the District Name		Dale Deighton
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		daledeighton@usd281.com
Authorized Representative of the District Phone Number		+17854212135
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

	COVID-19 has caused our students to suffer learning loss and emotional effects that we are addressing through the use of technology, summer school, and counselors.
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Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional 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 281 is using the funds to purchase technology that will help relieve the learning loss that our students have experienced. We are also using the funds for the emotional stress that our students are under. The money has been allocated to help with the extra cleaning that is being done to help 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?

We have purchased software to show the improvement our students are making with the effects of the learning loss and identify areas that our students may be struggling with that we are not aware of the problems if they exist.

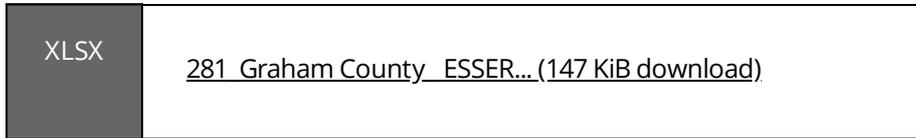
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title

31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent

practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dale Deighton

Date | 10/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
281	Graham C	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
281-1-001-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra cleaning of the facilities to mitigate the spread of the COVID 19 virus.	\$ 26,880	\$ -	\$ 26,880	\$ -	\$ -	41051	Approved at the 6/9/2021 State Board Meeting
281-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	0	\$ 2,057	\$ -	\$ 2,057	\$ -	\$ -	41057	Approved at the 6/9/2021 State Board Meeting
281-1-003-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 257	\$ -	\$ 257	\$ -	\$ -	41058	Approved at the 6/9/2021 State Board Meeting
281-1-004-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Counselor to help students deal with the stress of the pandemic and the learning loss that it has caused.	\$ 42,350	\$ -	\$ 42,350	\$ -	\$ -	41052	Approved at the 6/9/2021 State Board Meeting
281-1-005-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA	\$ 3,239	\$ -	\$ 3,239	\$ -	\$ -	41059	Approved at the 6/9/2021 State Board Meeting

281-1-006-20211214	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 329	\$ -	\$ 329	\$ -	\$ -	41060	Approved at the 6/9/2021 State Board Meeting
281-1-007-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers salaries for summer school to help with student learning loss due to the pandemic	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	41050	Approved at the 6/9/2021 State Board Meeting
281-1-008-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA	\$ 382	\$ -	\$ 382	\$ -	\$ -	41050	Approved at the 6/9/2021 State Board Meeting
281-1-009-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 38	\$ -	\$ 38	\$ -	\$ -	41056	Approved at the 6/9/2021 State Board Meeting
281-1-010-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software to test students learning loss and emotional needs.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	41099	Approved at the 6/9/2021 State Board Meeting
281-1-011-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Clear touch panels to help teachers zoom with students that are remote and to help students work in the classrooms so that the teacher can determine learning loss and support the loss due to the pandemic	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	41130	Approved at the 6/9/2021 State Board Meeting

281-1-012-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student due to the pandemic.	\$ 26,552	\$ -	\$ 26,552	\$ -	\$ -	41130	Approved at the 6/9/2021 State Board Meeting
281-1-013-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	10. Providing mental health services and supports	Truma informed training and fastbridge trainings will give our teachers the tools to help our students deal with their emotional needs do to the pandemic	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	41100	Approved at the 6/9/2021 State Board Meeting
281-1-014-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers for teachers to use everyday either remote or in the classroom. Provides a computer for each and every teacher due to the pandemic.	\$ 47,950	\$ -	\$ 47,950	\$ -	\$ -	41130	New Line Item
281-1-015-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Software specialist to maintain and upgrade students and teachers computers for testing, remote and other needs that are caused by the pandemic.	\$ 43,182	\$ -	\$ 43,182	\$ -	\$ -	41050	New Line Item

Kansas CommonApp (2020)

2344-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NLKWBnYV

288_CentralHeights_ESSERII_Ch

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	Central Heights, USD 288
Applicant / Mailing Address	
3521 Ellis Rd. Richmond, KS 66080	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Nathan Hinrichs
Applicant / Email Address of Owner, CEO, or Executive Director	nhinrichs@usd288.org
Applicant / Phone Number	785-869-3455

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 Heights
District Number	288

Mailing Address Street Address	3521 Ellis Rd.
Mailing City	Richmond
Mailing Address Zip Code	66080-
Authorized Representative of the District Name	Nathan Hinrichs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	nhinrichs@usd288.org
Authorized Representative of the District Phone Number	+17858693455
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 has impacted the the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will

meet the needs of each population.

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Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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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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.

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as having the greatest Counseling need by our administrative team. In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with student one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

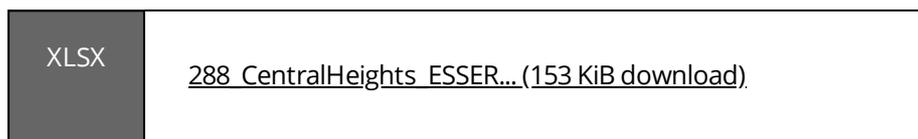
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(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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(Approved by the Office of Management and Budget under control number 1880-0513)

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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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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.

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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.

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Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Nathan Hinrichs

Date | 10/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
288	Central Heights	11/8/2021

Exp endi ture ID	Eligibility Review Recommendat ion	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expendit ures (\$)	Budgeted Expendit ures in SFY 2021 (\$)	Budgeted Expendit ures in SFY 2022 (\$)	Budgeted Expendit ures in SFY 2023 (\$)	Budgeted Expendit ures in SFY 2024 (\$)	Account Number	Notes
288-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic.	\$ 66,389	\$ 66,389	\$ -	\$ -	\$ -	20	Approved at 6/9/2021 State Board Meeting
288-1-002-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a result of the pandemic.	\$ 76,287	\$ 76,287	\$ -	\$ -	\$ -	6	Approved at 6/9/2021 State Board Meeting
288-1-003-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM for SY 2022-Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc.	\$ 102,701	\$ 50,842	\$ 51,859	\$ -	\$ -	6	New Line Item - This was a new school nurse position that was hired last year and is continuing this year.
288-1-004-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium retention pay to retain experienced, trained personnel nessecary to maintain the operation and continuity of programs and to prevent further learning loss due to COVID-19. CHANGE REQUEST- Updated Amount	\$ 50,335	\$ 50,335	\$ -	\$ -	\$ -	6	Change Request- Was approved for \$55,000 in SFY 2021. Contacted district for breakdown of retention incentive pay. District emailed response back with 111 staff @ \$500 ea which would be \$55,500. Called district back to clarify total amount and determined the number was 110 staff @\$500 ea. Additional info added into the description of the line item per phone call with the Supt.

288-1-005-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	NEW ITEM for SY22- Salary and benefits for a school counselor to deal with the social and emotional needs of students, as a result of the pandemic	\$ 47,603	\$ -	\$ 47,603	\$ -	\$ -	6	New Line Item - This is an additional position for this year to provide additional help with SEL. A counselor who was retiring was convinced to stay for another year.
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Kansas CommonApp (2020)

2452-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bjYAAJgR

299_SylvanUnifiedSchools_ESSE II Plan_1118

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 | Sylvan Unified Schools

Applicant / Mailing Address

| PO Box 303
| Sylvan Grove, KS 64781

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jude Stecklein

Applicant / Email Address of Owner, CEO, or Executive Director | jstecklein@usd299.org

Applicant / Phone Number | 785-526-7175

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) | Sylvan Unified Schools

Fiscal Agent / Email (if applicable) | pschneider@usd299.org

Fiscal Agent / Mailing Address (if applicable)

| PO Box 303
| Sylvan Grove, KS 64781

Application details

Full District Name | Sylvan Unified Schools

District Number | 299

Mailing Address | Street Address | PO Box 303

Mailing | City | Sylvan Grove

Mailing Address | Zip Code | 67481

Authorized Representative of the District | Name | Pam Schneider

Authorized Representative of the District | Position or Title | District Clerk

Authorized Representative of the District | Email Address | pschneider@usd299.org

Authorized Representative of the District | Phone Number | +17855267175

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 impact COVID-19 had in our district was the unknowns of everything. Administration was trying to listen to the CDC, the state guidelines, the county health guidelines and all the waivers that were being issued. There were zoom meetings daily. The parents and students were wondering what was expected of them and things were changing daily. The fact that social distancing, masks and plexiglass were required as well as other guidelines, it was a mental stress on everyone. Those students that chose remote learning had to adjust to that as well as the teachers and paras.

The cost impact was purchasing technology so each student would be able learn on-line when needed and have internet for all students. Another cost impact was purchasing all the cleaning supplies, plexiglass, masks, and sanitizing supplies to use though out the school year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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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.

Replace 2 heating-only air handling units serving the Sylvan-Lucas Jr./Sr. High School Gymnasium. The existing equipment does not have cooling capabilities and only provides heat to the Gymnasium. The aging units have become unreliable over time causing space temperature control issues and the lack of proper ventilation. The replacement units provide reliable space temperature controls at all times of the year and will ensure that proper ventilation is provided in accordance with current International and ASHRAE ventilation codes and CDC guidance for HVAC systems to mitigate risks of Covid-19

transmission. The engineering plans and specifications are attached. The project will include design, equipment, controls, installation, commissioning, labor, and project management.

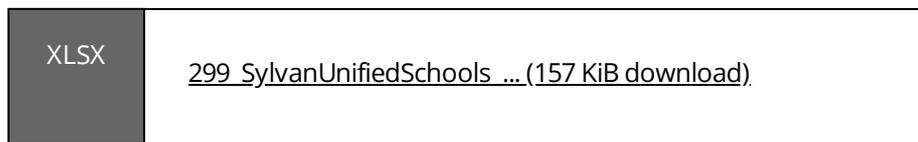
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will keep track of absences within our schools. We will also use data from our testing and chart the scores from semester to semester to check to see if we are closing the gaps. Also we will use our web page which will allow our families to enter their input on the ESSER Funds.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

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Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Pamela Schneider

Date | 11/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
299	Sylvan Gr	11/22/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
299-1-001-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	The Plan is to have Kansas Filtration/Superior Air Products install a 4 cartridge Dust Collector, 4 Cartidge Filter and Hopper w/ Barrel Lid Kit. Ducting inside to all machines w/slide gates to run 4 pieces, clamp together ductwork. Hang ductwork and erect dust collector. Install SAC3000 Ambient Air Cleaners for Weld Shop. There will be Fire Protection with explosion vent. Also Explosion Protection and backblast damper, flamex system and infrared fogging to control sparks ignition.	\$ 40,659	\$ 40,659	\$ -	\$ -	\$ -	07.2600.300	Approved at July 13th 2021 State Board Meeting. June 10: contacted Jude Strecklein for additional information regarding the new filtration system for the weld shop. This response was copied from the e mail received: "The dust and air filtration system will filter the ambient shop i the students and teachers breathe. The filters are a very high level nanofiber MERV 15 rated which provides efficiencies of 99.97 down to 0.3 micron. This is near HEPA efficiency in a self cleaning design. Most schools are going to a MERV 11 filter in theifir HVAC systems which is only 80% efficient at 1.0 micron. So the systems we are using are much more efficient at a smaller particle size where viruses are at. the system is designed to change out the entire air 6-8 times per hour which will provide fresh air at all times." Allowabalbe if CDC guidelines are met. Capital Improvement documentation required.
299-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Our district will purchase cleaning and sanitizing supplies such as Disinfectant cleaning supplies, Bacteria Enzyme Treatment cleaners, spray bottles and triggers, Roll towels, multifold towels, gloves, vindicator, hand soap, laundry soap, etc. for all buildings in the district.	\$ 15,542	\$ 15,542	\$ -	\$ -	\$ -	07.2600.610	Approved at July 13th 2021 State Board Meeting.

299-1-003-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The Ultra-HD-LED Multi-touch display boards will help for remote teaching and remote learning. The technology will help aid students with interaction between students and teachers. With the touch screen it will help students with disabilities interact with the teacher and it provides unlimited interaction up to 20 points of responsive touch to interact simultaneously. This will be an upgrade for remote learning, and it will help us with our on-line curriculum which will help us in case of COVID.	\$ 50,382	\$ 50,382	\$ -	\$ -	\$ -	07.1000.700	New Line Item. Per narrative, These will be a wall mount unit so students and teachers can all be viewing the same thing and it will help with the social distancing of everyone. Per applicant, confirmed the request is to maintain social distancing and possible remote learning.
299-1-004-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace 2 heating-only air handling units serving the Sylvan-Lucas Jr./Sr. High School Gymnasium. The existing equipment does not have cooling capabilities and only provides heat to the Gymnasium. The aging units have become unreliable over time causing space temperature control issues and the lack proper ventilation. The replacement units provide reliable space temperature controls at all times of the year and will ensure that proper ventilation is provided in accordance with current International and ASHRAE ventilation codes and CDC guidance for HVAC systems to mitigate risks of Covid-19 transmission. The engineering plans and specifications are attached. The project will include design, equipment, controls, installation, commissioning, labor, and project management. ESSER II, ESSER III and Capital Outlay will be utilized.	\$ 75,822		\$ 75,822	\$ -	\$ -	07.2600.700	New Line Item. Allowable if CDC Guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

2338-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YrQDpZJV

USD 309 Nickerson South Hutchinson ESSER II Plan 0416 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 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)

Applicant / Board Member List *(if applicable)*

DOCX	USD 309 BOE Members.docx (13 KiB download)
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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 Street Address	4501 West 4th
Mailing City	Hutchinson
Mailing Address Zip Code	67501
Authorized Representative of the District Name	Penny K. Stoss
Authorized Representative of the District Position or Title	Assistant Superintendent
Authorized Representative of the District Email Address	pstoss@usd309ks.org
Authorized Representative of the District Phone Number	+16206637141
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	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 3 of 8 school". 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.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 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. 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. A summer partnership with our mental health provider will continue through the summer months.

USD 309 hired a LPN to assist with the extra documentation, test to learn program and school support this school year. This salary is also remaining to be paid out in the months of April and May.

Due to the stress, anxiety, and the many mitigations associated with covid, together with our current and forecasted labor shortages, we will pay a retention premium of \$1,000 (\$500 in November and \$500 after July 1st) per staff member in order to keep our buildings fully staffed. This is to retain all Full-time and Part-time licensed and classified staff currently employed by the district. This does not include temporary, seasonal, substitutes, or on-call staff.

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. One teacher and classroom space will be temporarily added to regain control of learning loss.

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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this

transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Penny K. Stoss

Date | 04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
309	Nickerson	11/8/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
309-1-001-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: 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.	\$ 127,132	\$ 132	\$ 62,000	\$ 65,000	\$ -	95-1000-111	Change Request-Was approved for \$75,000 in SFY 2021, \$120,000 in SFY 2022, and \$120,000 in SFY 2023 at 5/11/2021 State Board Meeting
309-1-002-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: 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.	\$ 200	\$ -	\$ 100	\$ 100	\$ -	95-1000-215	Change Request-Was approved for \$200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-003-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: 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.	\$ 10,002	\$ 2	\$ 5,000	\$ 5,000	\$ -	95-1000-220	Change Request- Was approved for \$1,200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-004-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 200	\$ -	\$ 100	\$ 100	\$ -	95-1000-250	Change Request-Was approved for \$100 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-005-20211214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: 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.	\$ 78,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ -	95-1000-650	Change Request-Was approved for \$40,000 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting

309-1-006-20211214	Eligible	Direct Allocation	New Buildings Acquisition and Construction	Other Construction Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	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	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	95-4500-459	Approved at 5/11/2021 State Board Meeting
309-1-007-20211214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST: 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.	\$ 8,325	\$ 325	\$ 4,000	\$ 4,000	\$ -	95-2200-111	Change Request-Was approved for \$4,000 in SFY 2022 and 2023 at 5/11/2021 State Board Meeting
309-1-008-20211214	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST: USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19	\$ 22,540	\$ 540	\$ 11,000	\$ 11,000	\$ -	95-2610-121	Change Request-Was approved for \$1,200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-009-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST:USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19	\$ 21	\$ 1	\$ 10	\$ 10	\$ -	95-2610-290	Change Request-Was approved for \$10 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-010-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST:USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19	\$ 641	\$ 41	\$ 300	\$ 300	\$ -	95-2610-220	Change Request-Was approved for \$200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting

309-1-011-20211214	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-22	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	95-2130-121	Change Request-Was approved for \$23,000 in SFY 2022 and 2023 at 5/11/2021 State Board Meeting
309-1-012-20211214	Eligible	Direct Allocation	Health Services	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-23	\$ 100	\$ -	\$ 100	\$ -	\$ -	95-2130-290	Change Request-Was approved for \$100 in SFY 2022 and 2023 at 5/11/2021 State Board Meeting
309-1-013-20211214	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-24	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	95-2130-220	Change Request-Was approved for \$1,000 in SFY 2022 and 2023 at 5/11/2021 State Board Meeting
309-1-014-20211214	Eligible	Direct Allocation	Health Services	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST:USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-25	\$ 7,700	\$ -	\$ 7,700	\$ -	\$ -	95-2130-213	Change Request-Was approved for \$650 in SFY 2022 and 2023 at 5/11/2021 State Board Meeting
309-1-015-20211214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased laptop computers for students who are served by the school district to aid in regular and substantive educational interactions between students and their classroom instructors, including low-income students and children with disabilities. This is to help address learning loss and remote learning.	\$ 98,675	\$ 98,675	\$ -	\$ -	\$ -	95-1000-650	Approved at 5/11/2021 State Board Meeting

309-1-016-20211214	Eligible	Direct Allocation	Support Services - Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: 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.	\$ 31,600	\$ 11,600	\$ 10,000	\$ 10,000	\$ -	95-2200-650-	Change Request-Was approved for \$5,000 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-017-20211214	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.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	95-2222-111	Change Request-Was approved for \$5,000 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-018-20211214	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.	\$ 600	\$ -	\$ 300	\$ 300	\$ -	95-2222-689	Change Request-Was approved for \$300 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting
309-1-019-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Additional Teacher at the 4th grade level to create a smaller intervention group size to address student learning loss caused by the pandemic (absence, quarantine) through additional MTSS and small group targeted instruction. This will allow for more intense intervention at the 4th grade level to help close the learning loss gap.	\$ 120,000	\$ -	\$ 60,000	\$ 60,000	\$ -	95-1000-111	New Line Item - See Common App for additional info
309-1-020-20211214	Eligible	Direct Allocation	Vehicle Operation	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	NEW ITEM: COVID Supplies: Purchased masks for students on bus per covid mandates	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	95-2710-613	New Line Item

309-1-021-20211214	Eligible	Direct Allocation	Hardware Maintenance and Support	Full-Time Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ITEM: Coordinating and implementing paperwork for Household Surveys due to covid and all students eating free. All aspects of on-line applications to paper applications, DC lists, etc. was extremely difficult to organize and gather for funding and exceeded the capacity of current office staff. This cost is reflective of hiring temporary full time help at the beginning of the school year to collect data and information from parents to ensure access to free lunch for all kids as part of federal Covid relief. Full time temporary worker salary ranges from \$10 - \$12 per hour.	\$ 4,055	\$ 55	\$ 2,000	\$ 2,000	\$ -	95-2586-111	New Line Item - added additional detail to description to reflect the hiring of temporary full time help at the beginning of the school year.
309-1-022-20211214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Premium Pay-Due to the stress, anxiety, and the many mitigations associated with covid, together with our current and forecasted labor shortages, we will pay a retention premium of \$1,000 (\$500 in November and \$500 after July 1st) per staff member in order to keep our buildings fully staffed. This is to retain all Full-time and Part-time licensed and classified staff currently employed by the district. This does not include temporary, seasonal, substitutes, or on-call staff.	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	95-1000-111	New Line Item
309-1-023-20211214	Eligible	Direct Allocation	0	0	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Premium Pay-Due to the stress, anxiety, and the many mitigations associated with covid, together with our current and forecasted labor shortages, we will pay a retention premium of \$1,000 (\$500 in November and \$500 after July 1st) per staff member in order to keep our buildings fully staffed. This is to retain all Full-time and Part-time licensed and classified staff currently employed by the district. This does not include temporary, seasonal, substitutes, or on-call staff.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	95-1000-110	New Line Item
309-1-024-20211214	Eligible	Direct Allocation	Monitoring Services	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: Bus Driver salaries to transport students to and from summer school. This additional cost for transportation will insure that more students are able to participate in summer school so that students can participate in activities designed to recover learning loss created by the pandemic.	\$ 2,872	\$ 1,300	\$ 1,072	\$ 500	\$ -	95-2720-122	New Line Item - added additional detail to the description to address rationale for why addition bus driver time to provide opportunities for more students to access summer school.

309-1-025-20211214	Eligible	Direct Allocation	Hardware Maintenance and Support	Other	5. Procedures and systems to improve LEA preparedness and response efforts	NEW ITEM: Picmykid - School Dismissal Safety Program. This program prevents large crowds from gathering in the school building preventing the spread of Covid 19. The largest elementary school (350) students has a very small foyer. Parents come to pick up students resulting in large groups of adults congregating and creates a situation that increases transmission of Covid 19. This software app allows for control of student release and elimination of groups gathering. Communication from parents to the school alerts teachers that parents are ready to pick up their child so that the child is dismissed without waiting. This app is also used for notification of Covid exposures, making contact tracing and communication much more efficient. This app is only needed & used in the largest elementary school building.	\$ 7,500	\$ 3,750	\$ 3,750	\$ -	\$ -	95-2586-659	New Line Item: Added additional description for this item per conversation with the asst Supt. Link to more information about this app: https://www.pikmykid.com/education-grants-federal-funding/
309-1-026-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: Summer School Supplies - We supply basic school supplies for all students participating in summer school. This amount also covers markers and poster paper/board for summer school instruction. All to enable students to recover learning loss incurred during the pandemic (students missing school for illness, quarantine).	\$ 1,367	\$ 367	\$ 500	\$ 500	\$ -	95-1000-600	New Line Item

Kansas CommonApp (2020)

2411-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VOMDmNej

323_Rock Creek_ESSER II Plan_changes

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 323 Rock Creek

Applicant / Mailing Address

| 9353 Flush Road
| St. George, KS 66535

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kevin Logan

Applicant / Email Address of Owner, CEO, or Executive Director | logank@rockcreekschools.org

Applicant / Phone Number | 785-494-8597

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 | Rock Creek

District Number | 323

Mailing Address Street Address	9353 Flush Road
Mailing City	Saint George
Mailing Address Zip Code	66535
Authorized Representative of the District Name	Kevin Logan
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	logank@rockcreekschools.org
Authorized Representative of the District Phone Number	+17854948597
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	grutzmam@rockcreekschools.org
Other District Representative 2 Email Address	timmk@rockcreekschools.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 mission of USD 323 Rock Creek has been negatively impacted during both the 2019-2020 and 2020-2021 School years. The abrupt cancellation of classes and the move to our "Continuous Learning" format in March 2020 slowed or stopped the academic growth of many of our most at-risk students, 564 of our 1150 students meet one or more of the at-risk criteria. The choice of a "remote" learning option, and the disruptions caused by student and staff quarantines, further advanced learning loss, especially for the at-risk children. In addition to learning remotely; our in-person learners and staff had to communicate while having their faces covered. We also took time hourly to wash or sanitize our hands and cleaning frequently touched surfaces, taking even more time away from the teaching/learning process. In both school years, the educational environment was not ideal and teachers could not be as effective as they have been in previous years in educating our children.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 323 has already used some ESSER 2 funds to:

Provide wellness/temperature checks when students & staff enter the building,
Subscribe to learning links (software and on-line programming) when students chose remote or when they were quarantined, and Hire licensed staff to direct and monitor "remote" learners.

USD 323 will use ESSER 2 funds to:

Offer a meaningful and focused summer school opportunity for our most at-risk students, Present targeted professional development opportunities for our faculty on trauma, specifically related to trauma experienced during the Covid pandemic, Extend learning opportunities beyond the regular school day, and Supply teachers with additional resources: i.e. hands-on, software, and workbook based to help with learning loss during the pandemic. "New Items"

Provide "premium pay" for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020)

Provide "premium pay" as retention for 323 Staff (1/2 time +), Dec. 2021.

Purchase:

DeCodeable Readers/Fly Leaf Publishing Emergent Reader Series-Nov. 2021

Really Great Reading-Letter Tile Phonics Kits-Nov. 2021

Didax Math Manipulatives-Nov. 2021

S.P.I.R.E multisensory reading program-Sept 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?

We have looked at:

Student growth on: State Assessments, FastBridge, and Classroom Assessments.

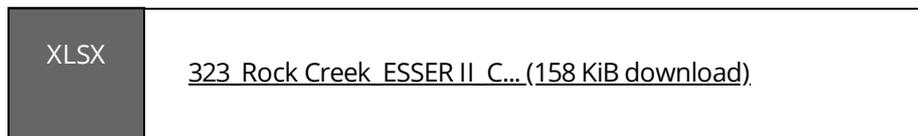
"New Item" We will pay our returning employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. Our intent will be to utilize some of our ESSER III funds in the same manner through fall 2024, as an incentive to keep our quality staff as both the worker and teacher pools are quite shallow.

Rock Creek Schools will utilize Letter Tiles, Decodable readers, Math Manipulatives, and On-Line Edgenuity as tools to help students recover from academic losses and lessened academic growth during the Covid19 pandemic. We will evaluate the effectiveness of these resources through growth shown on 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kevin Logan

Date | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
323	Rock Creek	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
323-1-001-20211214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Training to all staff on Trauma Informed Care especially the impact due to covid-19. "change request" added an additional staff development day and New Directions Employee Assistance Program (EAP) The EAP provides information, short-term counseling, advice, and referrals from licensed professionals who understand the typical stresses we all face day in and day out.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	67310	Change Request- Was approved for \$5,000 in SFY 2022.
323-1-002-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of Math Manipulatives and other curricular resources for Math. Local assessment data indicates learning loss related to math during the covid-19 timeframe. "Change Request" decreased amount to add Reading resources that are needed at this time	\$ 23,694	\$ -	\$ 23,694	\$ -	\$ -	67250	Change Request- Was approved for \$31,000 in SFY 2022
323-1-003-20211214	Eligible	Direct Allocation	Instruction	Software Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Acellus and Edenuity will provide supplemental instructional and curricular resources to address learning needs of students in a remote environment. In addition these programs will be used to supplement in class teacher instruction. Need for this is due to loss of instruction time during covid-19. . "Change Request" Decrease \$426,	\$ 42,196	\$ 35,061	\$ 7,135	\$ -	\$ -	67210	Change Request-Was approved for \$35,061 in SFY 2021 and \$7,651 in SFY 2022
323-1-004-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Utilized instructional aides for temperature checks each morning upon arrival of staff and students during covid-19 in school instructional days.	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	67205	Approved at 6/9/2021 State Board Meeting

323-1-005-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Social Security matching for Instructional Aide salaries taking temperature checks for the 2020-21 school year.	\$ 421	\$ 421	\$ -	\$ -	\$ -	67207	Approved at 6/9/2021 State Board Meeting
323-1-006-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff identified students with learning loss during covid-19 timeframe, will offer additional resources for 12 additional days in June for 125 students of District enrollment of 1161 and into the next school year for Middle School Students three days a week/ 1.5 hours a day. "Change Request" Middle School Program did not start as soon as planned, needed to use in another area.	\$ 22,249	\$ 18,814	\$ 3,435	\$ -	\$ -	67205	Change Request-Was approved for \$18,814 in SFY 2021 and \$6,513 in SFY 2022
323-1-007-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hired an additional certified instructor to help with remote learners that were not otherwise able to attend school in person during covid-19	\$ 45,685	\$ 45,685	\$ -	\$ -	\$ -	67205	Approved at 6/9/2021 State Board Meeting
323-1-008-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance group coverage for an additional staff member hired to support remote learners during 2020-21 school year	\$ 5,662	\$ 5,662	\$ -	\$ -	\$ -	67206	Approved at 6/9/2021 State Board Meeting
323-1-009-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security Matching for an additional staff member hired to support remote learners during 2020-21 school year	\$ 2,949	\$ 2,949	\$ -	\$ -	\$ -	67207	Approved at 6/9/2021 State Board Meeting
323-1-010-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Insurance for one additional staff member hired to support remote learners during 2020-21 school year	\$ 46	\$ 46	\$ -	\$ -	\$ -	67208	Approved at 6/9/2021 State Board Meeting
323-1-011-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Matching contribution paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 1,710	\$ 1,440	\$ 270	\$ -	\$ -	67207	Change Request- Was approved for \$1,440 in SFY 2021 and \$500 on SFY 2022

323-1-012-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment insurance paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 27	\$ 20	\$ 7	\$ -	\$ -	67208	Approved at 6/9/2021 State Board Meeting
323-1-013-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	"New Item" Screening reports indicate that students in grades K-2 are showing the largest deficit in learning due to the pandemic. To address the need for systematic phonics instruction, decodable readers will provide authentic and engaging literature for emergent readers. Beginning and struggling readers will benefit from Letter Tiles for Phonics and Spelling. They provide support by demonstrating relationships between sounds and letters. These can be used for one-on-one or small group reading instruction. The decodable readers and phonics kit will be resources used by reading specialists working with students in need of Tier 2 & 3 support for reading. The multisensory approach teaches struggling readers' phonology, sound-symbol association, syllables, morphology, syntax, and semantics. With more students identified in need of additional instructional support as a result of learning loss, S.P.I.R.E digital resources for grades 6-8 support reading instruction.	\$ 28,160	\$ -	\$ 28,160	\$ -	\$ -	67250	New Line Item
323-1-014-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for	"New item" These headphones will allow for quiet, personalized practice on school technology (iPads & computers) in a same setting-teacher monitored environment	\$ 1,470	\$ -	\$ 1,470	\$ -	\$ -	67250	New Line Item
323-1-015-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	"New Item " Provide "premium pay" for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020	\$ 37,855	\$ 37,855	\$ -	\$ -	\$ -	67205	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.

323-1-016-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	"New Item" Social Security Matching for Salaries of instructional staff for premium pay.	\$ 2,896	\$ 2,896	\$ -	\$ -	\$ -	67207	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.
323-1-017-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	"New Item" Provide "premium pay" for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020	\$ 3,045	\$ 3,045	\$ -	\$ -	\$ -	67315	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.
323-1-018-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	"New Item" Social Security Matching for salaries of custodial staff for premium pay.	\$ 233	\$ 233	\$ -	\$ -	\$ -	67316	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.
323-1-019-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	" New Item" Provide "premium pay" for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020	\$ 2,426	\$ 2,426	\$ -	\$ -	\$ -	67317	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.

323-1-020-20211214	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	"New Item" Social Security Matching for Salaries of transportation staff for premium pay.	\$ 186	\$ 186	\$ -	\$ -	\$ -	67318	New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.
323-1-021-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 7 Instructional Aide employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 5,250	\$ -	\$ 5,250	\$ -	\$ -	67209	New Line Item; Applicant responded via email: This information was at the top of the category but will repeat here. Intending to pay Dec 2021. 7 Instr Aides \$5,250 , \$401.63 3 Instr support cert \$2,250, \$172.13 7 Stdn support \$5,250, \$401.63 1 Supt \$750, \$57.38 3 Supt Clerical\$2,250 , \$172.13 5 Principals \$3,750 , \$286.88 5 Building Secr \$3,750, \$286.88 10.5 Custodial \$7,875, \$602.44 8.5 Transportation \$6,375, \$487.69 8 Food Service \$6,000, \$459.00 136 Total \$102,000 , \$7,803.00
323-1-022-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning Director of Curriculum and Instruction and Director of Technology employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 5,250	\$ -	\$ 5,250	\$ -	\$ -	67203	New Line Item; Applicant responded via email: See Account ID 323_67209_16

323-1-023-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 5 Counselors, 1 Nurse and 1 Social Worker employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 1,539	\$ -	\$ 1,539	\$ -	\$ -	67201	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-024-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning Superintendent a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 750	\$ -	\$ 750	\$ -	\$ -	67311	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-025-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our 5 returning Principals a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 3,750	\$ -	\$ 3,750	\$ -	\$ -	67313	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-026-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 10.5 custodial employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 7,875	\$ -	\$ 7,875	\$ -	\$ -	67315	New Line Item; Applicant responded via email: See Account ID 323_67209_16

323-1-027-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 323 will pay our returning 8 Bus Drivers and .5 Supervisor employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 6,375	\$ -	\$ 6,375	\$ -	\$ -	67317	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-028-20211214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 8 Food Service employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	67319	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-029-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 323 will pay our returning 3 District Office Secretary/Clerical employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	67312	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-030-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 5 Building Secretaries/Clerical Employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 3,750	\$ -	\$ 3,750	\$ -	\$ -	67314	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-031-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Instructional Staff Retention payment	\$ 4,877	\$ -	\$ 4,877	\$ -	\$ -	67207	New Line Item; Applicant responded via email: See Account ID 323_67209_16

323-1-032-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Instructional Staff Support Retention payment	\$ 172	\$ -	\$ 172	\$ -	\$ -	67201	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-033-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Student Staff Retention payment	\$ 402	\$ -	\$ 402	\$ -	\$ -	67204	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-034-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on General Admin Staff Retention payment	\$ 230	\$ -	\$ 230	\$ -	\$ -	67321	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-035-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on School Admin. Staff Retention payment	\$ 574	\$ -	\$ 574	\$ -	\$ -	67322	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-036-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Custodial/Grounds Staff Retention payment	\$ 602	\$ -	\$ 602	\$ -	\$ -	67316	New Line Item; Applicant responded via email: See Account ID 323_67209_16

323-1-037-20211214	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Student Transportation Staff Retention payment	\$ 488	\$ -	\$ 488	\$ -	\$ -	67317	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-1-038-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" Social Security Matching on Food Service Staff Retention payment	\$ 459	\$ -	\$ 459	\$ -	\$ -	67320	New Line Item; Applicant responded via email: See Account ID 323_67209_16
323-2-001-20211214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning 78 teachers a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.	\$ 58,500	\$ -	\$ 58,500	\$ -	\$ -	67323	New Line Item
323-2-002-20211214	Eligible	True Up Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" USD 323 will pay our returning Parent As Teachers employee a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. \$750 payment. \$39 shown on ESSER II Direct Allocation	\$ 711	\$ -	\$ 711	\$ -	\$ -	67324	New Line Item

Kansas CommonApp (2020)

2386-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VqdArDvy

USD_358Oxford_ESSERII

Applicant details

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Select an Applicant Type	Unified School District
Applicant / Entity Name	Oxford Unified School District 358
Applicant / Mailing Address	
PO Box 937	
Oxford, KS 67119	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Cathi Wilson
Applicant / Email Address of Owner, CEO, or Executive Director	cathiwilson@usd358.com
Applicant / Phone Number	620-455-2227

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)	48-0724590
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Application details

Full District Name	Oxford Unified School District
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District Number		358
Mailing Address Street Address		PO Box 937
Mailing City		Oxford
Mailing Address Zip Code		67119
Authorized Representative of the District Name		Kristina Houser
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		kristinahouser@usd358.com
Authorized Representative of the District Phone Number		+16204552227
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		cathiwilson@usd358.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| This is a revised application.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| This is a revised application that has already been approved.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

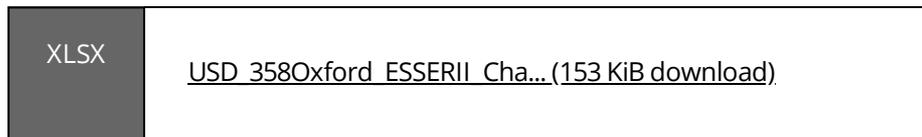
| This is a revised application that has already been approved.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kristina Houser

Date | 11/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
358	Oxford	11/8/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
358-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning academies will be provided to for students grades K-12 to provide remediation for social emotional and academic deficients for 3 weeks 20-21 and 21-22	\$ 54,442	\$ 4,442	\$ 25,000	\$ 25,000	\$ -	96000	Change Request. Previously approved for \$4,500 SFY 2021, \$28,300 SFY 2022 and \$28,400 SFY 2023
358-1-002-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	School jump start will be provided to for students grades K-6to provide remediation for social emotional and academic deficients and provide pre-teaching opportunities to prepare students to transition back to a school setting in August. Providing stability and increasing skills impacted as a result of COVID- Amended 10-26-21- Addition of at risk support staff at the elementary school to help support students with learning loss and social emotional issues as a result of COVID CHANGE 11-2-21- Reduced 2021 budget to \$0	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	96005	Change Request. Previously approved for \$3,000 SFY 2021, \$3,000 SFY 2022 and \$3,000 SFY 2023
358-1-003-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of an elementary teaching position to reduce class size for a grade level impacted by COVID absenteeism during the 19.20 school year. The reduction will allow for more individualize instruction to help address learning loss	\$ 81,510	\$ 40,755	\$ 40,755	\$ -	\$ -	96000	Approved at the 7/13/2021 State Board
358-1-004-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Learning Labs will be provided two days a week to allow studeents time to extend 1-1 supports for academic improvements. CHANGE 11-2-21- REDUCED from \$4,000 to \$1,000 for both budget years	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	96005	Change Request. \$4,000 SFY 2021 and 2022

358-1-005-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	At-Risk Elementary Instructional Aid to provide small group and individual student supports for students struggling academically and/or social emotionally in efforts to address loss due to COVID interruptions and changes- CHANGE NEW ADD 11-2-21	\$ 30,000	\$ 15,000	\$ 15,000	\$ -	\$ -	96005	New Line Item
358-1-006-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies need for students to participate in summer learning activities CHANGE 11-2-21- Redued from 1,000 in 21 to 0, Reduced 2022 from \$1690 to 500, reduced \$2,691 to 0 for 2023	\$ 500	\$ -	\$ 500	\$ -	\$ -	96030	Change Request. \$1,000 SFY 2021, \$1,690 SFY 2022 and \$2,691 SFY 2023
358-1-007-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplies including masks, HEPA flters, Disinfecting wipes and other supplies and materials needed to maintain a safe operation of school facilites and transportation to reduce the impacts of COVID. CHANGE0 NEW ADD to \$5000 in 2021	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	96030	New Line Item

Kansas CommonApp (2020)

2418-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ezrVGQle

374_Sublette_ESSER II Plan_0727 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District #374
Applicant / Mailing Address	
PO Box 670	
Sublette, KS 67877	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Rex Bruce
Applicant / Email Address of Owner, CEO, or Executive Director	rexb@usd374.org
Applicant / Phone Number	620-675-2277

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)	48-0724318
Applicant / Website Address (if applicable)	www.usd374.org

Application details

Full District Name	Sublette Schools
District Number	374
Mailing Address Street Address	PO Box 670 / 105 West Fern
Mailing City	Sublette, KS
Mailing Address Zip Code	67877
Authorized Representative of the District Name	Rex Bruce
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	rexb@usd374.org
Authorized Representative of the District Phone Number	+16206752277
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	clathen@usd374.org
Other District Representative 2 Email Address	paula@usd374.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 impact of COVID-19 on our district was significant. The cost of specific supplies, extra personnel, extra labor hours needed to meet safety protocols, and adding learning spaces all took a toll, despite supplemental funding. One of the highest, non-monetary costs, was the heavy emotional strain on students and teachers. Helping students with their fears, coping with personal fear, and dealing with the stress of teaching on-line and in-person simultaneously, were all arduous, wearing, tasks. The restrictive environment, in conjunction with the unfamiliarity and uncertainty of everything, took a toll on student learning, as well. Last year our district had over a 50% poverty level. This drastically impeded the hybrid/remote learning platforms; families simply could not afford internet nor equipment. In addition, our district had 72 students from the Mennonite community enrolled. This community has a deep-seeded distrust of all things government related. The combative resistance to all CDC guidelines and regulations added to the daily struggles in all buildings.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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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.

Our district uses an education cooperative to meet the needs of our special education students (High Plains Educational Cooperative). They have funds remaining, our district side does not. Their entity has recently changed directors and we were notified they will advise us of how their remaining fund will be spent, so funds may be drawn down.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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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.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our district will use the funds to target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be measured using evidenced based assessments, data will be analyzed and disaggregated. Strategies will then be planned, implemented, and subsequent on-going assessments given, in order to determine gains. Teaching PLCs and by-grade planning will be completed prior to the start of the 2021-22 school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training. Additional training and strategy planning will take place targeting distinct needs of our district ESL students. Further, we will implement new protocol for public access to our facilities, in effort to better control non-personnel interaction in buildings.

To further supplement student learning, a complete district after-school program will be planned and implemented.

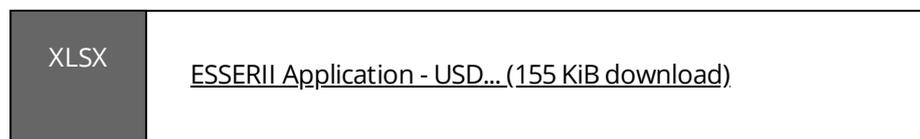
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Most immediate will be comprehensive, and on-going, leaning assessment in all core subject areas. By planning and implementing a comprehensive afterschool, and In addition, the district will continue the close working relationship with county health officials, to monitor and address COVID-19 positive cases, and mandatory quarantining of students and personnel when applicable. With this impetus, we are hopeful our efforts will minimize risk of contact/spread of COVID-19, and its variants, as much as possible, allowing in-person learning to continue.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rex Bruce

Date | 11/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
374	Sublette	12/2/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
374-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	47010	Approved at 9/14/2021 State Board Meeting
374-1-002-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 612	\$ -	\$ 612	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-003-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	47031	Approved at 9/14/2021 State Board Meeting

374-1-004-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 306	\$ -	\$ 306	\$ -	\$ -	47072	Approved at 9/14/2021 State Board Meeting
374-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	47000	Approved at 9/14/2021 State Board Meeting
374-1-006-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 383	\$ -	\$ 383	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-007-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 40,800	\$ -	\$ 40,800	\$ -	\$ -	47010	Approved at 9/14/2021 State Board Meeting

374-1-008-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 3,121	\$ -	\$ 3,121	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-009-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.	\$ 45,500	\$ -	\$ 45,500	\$ -	\$ -	47015	Approved at 9/14/2021 State Board Meeting
374-1-010-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.	\$ 3,480	\$ -	\$ 3,480	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-011-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	47061	Approved at 9/14/2021 State Board Meeting
374-1-012-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 306	\$ -	\$ 306	\$ -	\$ -	47070	Approved at 9/14/2021 State Board Meeting
374-1-013-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	47062	Approved at 9/14/2021 State Board Meeting

374-1-014-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 77	\$ -	\$ 77	\$ -	\$ -	47071	Approved at 9/14/2021 State Board Meeting
374-1-015-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	47063	Approved at 9/14/2021 State Board Meeting
374-1-016-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 153	\$ -	\$ 153	\$ -	\$ -	47072	Approved at 9/14/2021 State Board Meeting
374-1-017-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 500	\$ -	\$ 500	\$ -	\$ -	47068	Approved at 9/14/2021 State Board Meeting
374-1-018-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 38	\$ -	\$ 38	\$ -	\$ -	47075	Approved at 9/14/2021 State Board Meeting
374-1-019-20211214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	47065	Approved at 9/14/2021 State Board Meeting

374-1-020-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 268	\$ -	\$ 268	\$ -	\$ -	47073	Approved at 9/14/2021 State Board Meeting
374-1-021-20211214	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	47066	Approved at 9/14/2021 State Board Meeting
374-1-022-20211214	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 191	\$ -	\$ 191	\$ -	\$ -	47074	Approved at 9/14/2021 State Board Meeting
374-1-023-20211214	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	47067	Approved at 9/14/2021 State Board Meeting
374-1-024-20211214	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 153	\$ -	\$ 153	\$ -	\$ -	47069	Approved at 9/14/2021 State Board Meeting
374-1-025-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	47020	Approved at 9/14/2021 State Board Meeting

374-1-026-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 459	\$ -	\$ 459	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-027-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 91,757	\$ -	\$ 91,757	\$ -	\$ -	47010	Approved at 9/14/2021 State Board Meeting
374-1-028-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 7,019	\$ -	\$ 7,019	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-029-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 13,838	\$ -	\$ 13,838	\$ -	\$ -	47020	Approved at 9/14/2021 State Board Meeting
374-1-030-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 1,059	\$ -	\$ 1,059	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-031-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 3,060	\$ -	\$ 3,060	\$ -	\$ -	46800	Approved at 9/14/2021 State Board Meeting

374-1-032-20211214	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	47025	Approved at 9/14/2021 State Board Meeting
374-1-033-20211214	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 367	\$ -	\$ 367	\$ -	\$ -	47069	Approved at 9/14/2021 State Board Meeting
374-1-034-20211214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	NEW REQUEST***Substitute teachers covering for certified employees out with COVID-19, or mandated quarantine.	\$ 19,186	\$ 19,186	\$ -	\$ -	\$ -	47090	New Line Item
374-1-035-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW REQUEST**Substitute teachers FICA, while covering for certified employees out with COVID-19, or mandated quarantine.	\$ 1,463	\$ 1,463	\$ -	\$ -	\$ -	47095	New Line Item

374-1-036-20211214	Ineligible	Direct Allocation	Other Support Services	Property	5. Procedures and systems to improve LEA preparedness and response efforts	NEW REQUEST**To have control of visitors, as they enter school buildings. Limiting crowds, as well as limiting people in specified areas, will assist in lessening exposure of students/staff to outsiders, mitigating the spread of COVID-19. This measure will directly impact actions implemented to enforce COVID-19 distancing protocols.	\$ 18,301	\$ 18,301	\$ -	\$ -	\$ -	47060	New Line Item; Response from applicant: We are requesting a camera/door unlocking system, for the main entrances of all buildings. Currently, these entrances are unlocked, allowing visitors to enter freely and, often, unnoticed. Many times, large numbers of visitors enter at approximately the same time, causing congregating in one area. Again, many times these groups end up in a classroom, putting the teacher and students in jeopardy of being exposed to COVID-19. Other times these groups are together in the office area, placing our office employees in jeopardy of being exposed to COVID-19. With this system, we can control who enters when, and will be aware of where they are going - controlling who is allowed to enter the premises, and limiting outside COVID-19 exposure on school grounds. Follow-up from the applicant: We have not purchased the system yet. I didn't think we would need all the construction and capital improvement stuff as all we are adding is a camera and a switch that unlocks the door. We are not replacing any doors.
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Kansas CommonApp (2020)

2402-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WZQejgPG

385_Andover_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Andover USD385

Applicant / Mailing Address

| 1432 N Andover Road
| Andover, KS 67002

Applicant / First and Last Name of Owner, CEO, or Executive Director | Sherame Kneisel

Applicant / Email Address of Owner, CEO, or Executive Director | kneisels@usd385.org

Applicant / Phone Number | 316-218-4660

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 | Andover

District Number | 385

Mailing Address | Street Address | 1432 N. Andover Rd

Mailing | City | Andover

Mailing Address | Zip Code | 67002

Authorized Representative of the District | Name | Sherame Kneisel

Authorized Representative of the District | Position or Title | CFO

Authorized Representative of the District | Email Address | kneisels@usd385.org

Authorized Representative of the District | Phone Number | +13162184660

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 impacted our students in Pre-K through 12 through time lost in classrooms. This created gaps in learning and emotional stress due to loss of contact with teachers and classmates. In order to address the learning impact, the district has implemented a summer learning program. Over 300 students participated in grades K-8 based on academic assessments, classroom teacher recommendations and other at-risk identifiers. Continued support is anticipated to be needed and expanded as district data continues to be monitored and addressed. The district has also experienced increased cost for absences due to illness and isolation related to COVID. Additional permanent substitutes have been hired to mitigate teacher absence in the classroom and provide continuity of instruction for all students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 385 Andover plans to utilize our ESSER funds to address learning loss using a variety of evidence-based strategies. Offering a robust summer learning program in 2021, 2022 & 2023 for elementary and middle school students to remediate skills that were missed due to the pandemic. The summer learning was structured with reduced teacher-student ratios. Instruction was built on evidence-based curriculum in math and language arts aligned to standards and delivered through interactive and engaging lessons. Adding nurse support to ensure that there is adequate coverage to provide nursing services as we respond to the increased physical and emotional needs of students as a result of the pandemic. Hiring permanent substitutes to provide continuity of instruction and academic rigor for students. These substitutes are experienced staff members who are familiar with our district processes and expectations. They have developed high-quality relationships with students, colleagues, and families, which results in a high-quality educational experience 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 district will continue to utilize evidence based assessments for academic analysis as well as school based observation for social and emotional needs. This will be reviewed for determining both progress and additional student needs. Continuity with learning will be evaluated based on coverage for absences through our permanent substitutes. Additional nursing

support will provide coverage for additional COVID responsibilities and allow the continuation of regular school needs for addressing student medical 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Sherame Kneisel

Date | 11/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
385	Andover	11/8/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
385-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 216,327	\$ 24,327	\$ 96,000	\$ 96,000	\$ -	81-1000-110-00-00	Change Request: Previously approved for \$24,327 SFY 2021 and \$81,000 2022
385-1-002-20211214	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Summer School substitutes to cover classes for teachers and/or aides absent during our summer learning loss program. CHANGE REQUEST	\$ 3,375	\$ 375	\$ 1,500	\$ 1,500	\$ -	81-1000-112-00-01	Change Request: Previously approved for \$375 SFY 2021 and \$1,500 2022
385-1-003-20211214	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	5. Procedures and systems to improve LEA preparedness and response efforts	Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers. CHANGE REQUEST	\$ 509,805	\$ -	\$509,805	\$ -	\$ -	81-1000-112-00-02	Change Request: Previously approved for \$327,978 SFY 2022; Additional information requested and response from the applicant via email: Originally 10 permanent substitutes were approved by our Board of Education. The Board has since approved 15 positions so we are requesting a change to increase the allocation amount in this area. We continue to have staff who are absent due to COVID illness or quarantine (either self or children). Permanent substitutes allow for greater ease of continuity of learning for our students.
385-1-004-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 58,172	\$ 5,828	\$ 26,172	\$ 26,172	\$ -	81-1000-120-00-00	Change Request: Previously approved for \$5,828.48 SFY 2021 and \$26,171.52 SFY 2022

385-1-005-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic. CHANGE REQUEST	\$ 17,911	\$ 2,332	\$ 7,790	\$ 7,790	\$ -	81-1000-220-00-00	Change Request: Previously approved for \$2,331.62 SFY 2021 and \$7,789.93 SFY 2022
385-1-006-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for Summer school learning to address learning loss due to COVID pandemic. CHANGE REQUEST	\$ 10,029	\$ 29	\$ 5,000	\$ 5,000	\$ -	81-1000-290-00-00	Change Request: Previously approved for \$29.11 SFY 2021 and \$5,000 SFY 2022
385-1-007-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID pandemic CHANGE REQUEST	\$ 57,302	\$ 7,302	\$ 25,000	\$ 25,000	\$ -	81-1000-600-00-00	Change Request: Previously approved for \$7,302.07 SFY 2021 and \$25,000 SFY 2022
385-1-008-20211214	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	81-2134-110-00-00	Approved at the 9/14/2021 State Board Meeting
385-1-009-20211214	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing aide salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 141	\$ 141	\$ -	\$ -	\$ -	81-2134-120-00-00	Approved at the 9/14/2021 State Board Meeting
385-1-010-20211214	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 111	\$ 11	\$ 100	\$ -	\$ -	81-2134-220-00-00	Approved at the 9/14/2021 State Board Meeting
385-1-011-20211214	Eligible	Direct Allocation	Nursing Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 55	\$ 0	\$ 55	\$ -	\$ -	81-2134-290-00-00	Approved at the 9/14/2021 State Board Meeting

385-1-012-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 7,200	\$ 2,400	\$ 2,400	\$ 2,400	\$ -	81-2400-110-00-00	Change Request: Previously approved for \$2,400 SFY 2021 and \$2,400 SFY 2022
385-1-013-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school office administrative assistant salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	81-2400-120-00-00	Change Request: Previously approved for \$1,000 SFY 2022
385-1-014-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 675	\$ 175	\$ 250	\$ 250	\$ -	81-2400-220-00-00	Change Request: Previously approved for \$174 SFY 2021 and \$250 SFY 2022
385-1-015-20211214	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 242	\$ 2	\$ 120	\$ 120	\$ -	81-2400-290-00-00	Change Request: Previously approved for \$2.13 SFY 2021 and \$120 SFY 2022
385-1-016-20211214	Eligible	Direct Allocation	Monitoring Services	Student Transportation Services by Outside Agency or Company	12. Addressing learning loss among students, including vulnerable populations	Provide transportation to summer school students needing additional education services for learning loss connected to COVID19 CHANGE REQUEST	\$ 99,523	\$ 29,523	\$ 35,000	\$ 35,000	\$ -	81-2700-513-10-00	Change Request: Previously approved for \$29,523.12 SFY 2021 and \$3,500 SFY 2022
385-1-017-20211214	Eligible	Direct Allocation	Food Services Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Snacks for summer school students during daily program time (not reimburseable under food service program) provided during additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 13,198	\$ 4,198	\$ 4,500	\$ 4,500	\$ -	81-3100-630-31-01	Change Request: Previously approved for \$4,197.87 SFY 2021 and \$4,500 SFY 2022

385-1-018-20211214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of technology tools (zoom licenses and SWIVLs) for continuity of learning. Tools will be implemented with students who may be in temporary quarantine/isolation due to COVID-19 in order to miditgate learning loss. CHANGE REQUEST	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	81-1000-650-00-00	Change Request: Previously approved for \$25,000 SFY 2021 and \$25,000 SFY 2022; confirmation requested from the applicant and respond received (via email): We are requesting a decrease in this item's total allocation, however, I should have removed the 2021 amount of \$20,000 (zero) and entered \$20,000 in the 2022 column. (The change has been made on the spreadsheet as requested)
385-2-001-20211214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 105,000	\$ -	\$105,000	\$ -	\$ -	81-1000-110-00-00	New Line Item
385-2-002-20211214	Eligible	True Up Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Summer School substitutes to cover classes for teachers and/or aides absent during our summer learning loss program.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	81-1000-112-00-01	New Line Item
385-2-003-20211214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Permanment substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers.	\$ 140,872	\$ -	\$140,872	\$ -	\$ -	81-1000-110-00-02	New Line Item
385-2-004-20211214	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	81-1000-120-00-00	New Line Item
385-2-005-20211214	Eligible	True Up Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	81-1000-220-00-00	New Line Item
385-2-006-20211214	Eligible	True Up Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	81-1000-290-00-00	New Line Item

385-2-007-20211214	Eligible	True Up Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID pandemic	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	81-1000-600-00-00	New Line Item
385-2-008-20211214	Eligible	True Up Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 1,620	\$ -	\$ 1,620	\$ -	\$ -	81-2134-110-00-00	New Line Item
385-2-009-20211214	Eligible	True Up Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 100	\$ -	\$ 100	\$ -	\$ -	81-2134-220-00-00	New Line Item
385-2-010-20211214	Eligible	True Up Allocation	Nursing Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 55	\$ -	\$ 55	\$ -	\$ -	81-2134-290-00-00	New Line Item
385-2-011-20211214	Eligible	True Up Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	81-2400-110-00-00	New Line Item
385-2-012-20211214	Eligible	True Up Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school office administrative assistant salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	81-2400-120-00-00	New Line Item
385-2-013-20211214	Eligible	True Up Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 250	\$ -	\$ 250	\$ -	\$ -	81-2400-220-00-00	New Line Item
385-2-014-20211214	Eligible	True Up Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 120	\$ -	\$ 120	\$ -	\$ -	81-2400-290-00-00	New Line Item

385-2-015-20211214	Eligible	True Up Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	12. Addressing learning loss among students, including vulnerable populations	Provide transportation to summer school students needing additional education services for learning loss connected to COVID19	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	81-2700-513-10-00	New Line Item
385-2-016-20211214	Eligible	True Up Allocation	Food Services Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Snacks for summer school students during daily program time (not reimbursable under food service program) provided during additional education services for learning loss connected to COVID19.	\$ 4,860	\$ -	\$ 4,860	\$ -	\$ -	81-3100-630-31-01	New Line Item

Kansas CommonApp (2020)

2399-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wDYNWGOk

426 Pike Valley ESSER 11 Plan 06-11-21 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Pike Valley

Applicant / Mailing Address

| 101 School Street
| Scandia, Kansas 66966

Applicant / First and Last Name of Owner, CEO, or Executive Director | Steve Joonas, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | steve.joonas@pikevalley.com

Applicant / Phone Number | 7856321143

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) | 480724231

Applicant / Website Address (if applicable) | 101 School Street

Application details

Full District Name	Pike Valley
District Number	426
Mailing Address Street Address	101 School Street
Mailing City	PO BOX 291 Scandia
Mailing Address Zip Code	66966
Authorized Representative of the District Name	Steve Joonas
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	steve.joonas@pikevalley.com
Authorized Representative of the District Phone Number	+117853352206
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lori.carlgren@pikevalley.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have noticed some learning loss due to the ramifications of dealing with the pandemic. We were able to make some gains back during this past school year, but feel that summer camps will be a great way to keep students interested in learning and keep their minds engaged over the summer. We also feel that the social/emotional piece of our students is suffering as well. Our overall plan will help focus on these two areas of need for our district.
Update-- We now plan to provide a premium pay for all of our employees as they have gone above and beyond in helping us address COVID concerns. Also-- We plan to put some of the funds toward updating our HVAC to help with the new filtering available to help us fight viruses.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

At this time, we are addressing one concern with requesting the funds to have our summer camps during the month of July. We will continue to plan on further usage of these funds as we move forward.
UPDATE-- We plan to use these funds for premium pay for all staff that have helped us with COVID concerns. We also want to pay for contracted service for mental health at our grade school. The last item to address is to put some funds toward upgrading our HVAC to include new filtering systems.

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 our summer camps will be assessed via our fall testing data. This should give us some direct data by comparing all students attending our summer camps with those that did not.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Steve Joonas

Date | 11/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
426	Pike Valley	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
426-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified Salaries for summer camps	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	7	Change Request. Previously approved for \$10,000 SFY 2021 at the 7/13/2021 State Board Meeting. Per applicant, "We have set up 3 week long summer camps in July focused on reading and math skills across curriculums. We have 80 out of 150 students signed up to attend from grades K-8. These will be themed weeks on the following topics: Wild, Weird, and Wonderful, Full STEAM Ahead, and Sports Science. We plan to have 5 certified staff members and 2 classified staff. A snack will be provided daily and there are 3 educational field trips planned as well."
426-1-002-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA for certified personnel for summer camps	\$ 700	\$ 700	\$ -	\$ -	\$ -	7	Change Request. Previously approved for \$750 SFY 2021 at the 7/13/2021 State Board Meeting
426-1-003-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified Salaries for summer camps	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
426-1-004-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA for classified personnel for summer camps	\$ 150	\$ 150	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
426-1-005-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salary	\$ 900	\$ 900	\$ -	\$ -	\$ -	7	Change Request. Previously approved for \$750 SFY 2021 at the 7/13/2021 State Board Meeting

426-1-006-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA for bus driver salary	\$ 80	\$ 80	\$ -	\$ -	\$ -	7	Change Request. Previously approved for \$100 SFY 2021 at the 7/13/2021 State Board Meeting
426-1-007-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer camp supplies	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
426-1-008-20211214	Eligible	Direct Allocation	Student Transportation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Fuel and expenses	\$ 500	\$ 500	\$ -	\$ -	\$ -	07-	Approved at the 7/13/2021 State Board Meeting
426-1-009-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for certified staff	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-010-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for para educators	\$ 11,000	\$ 11,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-011-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for Superintendent	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-012-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for Principals	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-013-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premiym pay for Custodial Staff	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.

426-1-014-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for bus drivers	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-015-20211214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for food service personnel	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-016-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for school secretaries	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-017-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay for central office staff	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, Premium Pay will be \$1,000 per employee. Payout will be as soon as possible.
426-1-018-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay taxes	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	New Line Item
426-1-019-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	7	New Line Item
426-1-020-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay taxes	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	New Line Item
426-1-021-20211214	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	New Line Item

426-1-022-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premiym pay taxes	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	New Line Item
426-1-023-20211214	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	New Line Item
426-1-024-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay taxes	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	New Line Item
426-1-025-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	New Line Item
426-1-026-20211214	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay taxes	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	New Line Item
426-1-027-20211214	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	New Line Item
426-1-028-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay taxes	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	New Line Item
426-1-029-20211214	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM-- Premium pay unemployment taxes	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	New Line Item

426-1-030-20211214	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW ITEM-- Contracted mental health services	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	7	New Line Item. Per narrative, We also feel that the social/emotional piece of our students is suffering as well. Per applicant, We were unable to find a full time counselor after ours left last year. We have a part time counselor at the high school and decided to contract with Pawnee Mental Health for services for our elementary school. We have several students that are suddenly dealing with a lot of anxiety issues from the pandemic and we needed someone to come in and help them navigate through their feelings.
426-1-031-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School	\$ 41,883	\$ 41,883	\$ -	\$ -	\$ -	7	New Line Item. Per applicant, the HVAC system is 20 years old, and along with the Covid approved filters, this will provide better air quality and circulation. Allowable if CDC guidelines are met. Capital Improvement documentation required

Kansas CommonApp (2020)

2391-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AlrOjPjR

430_South Brown County_ESSER II Plan Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | South Brown County, USD 430

Applicant / Mailing Address

522 Central Ave
Horton, KS 66439

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jason Cline

Applicant / Email Address of Owner, CEO, or Executive Director | clinej@usd430.org

Applicant / Phone Number | 785-486-2611

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 Brown County

District Number		430
Mailing Address Street Address		522 Central Ave
Mailing City		Horton
Mailing Address Zip Code		66439
Authorized Representative of the District Name		Melanie Schmitt
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		schmittm@usd430.org
Authorized Representative of the District Phone Number		+17854862611
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		clinej@usd430.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.

Prior to COVID-19 our benchmark assessments and attendance were moving in the upward direction. During COVID, many of our students were without adequate and reliable devices and internet access to provide an effective learning environment. Through Sparks funding and the LiNK grant we were able to purchase additional Chromebooks for those in need. Also, a local communications company, Rainbow Communications, was able to offer hot spots in the area communities. Even with all of the technology growth, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 430 has created and will implement a new summer school program, “Ride the Wave”, for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom

environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.

For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.

Our 5-12 band instruments will be deep cleaned, purchasing materials for our middle school Intro to Agriculture course, and training for our new Reading Intervention materials will be completed. We are also looking to add a few positions within the district to meet the needs of our staff and students. The first position will be an Instructional Coach - a position working with our staff. The others will be

Student Interventionists - one for each of our district buildings. We have also implemented an after school program for K-6 and provide extra after school tutoring for 7-12.

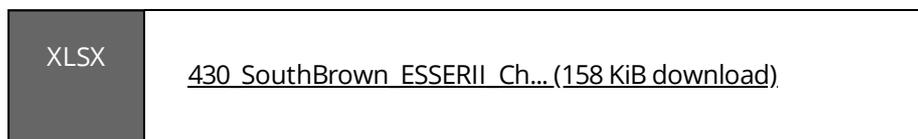
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 430 will use our benchmark data to determine the academic impact of the ESSER II funds. We currently use NWEA Map and DIBELS to determine our MTSS tiers for Reading and NWEA Map and Acadience to determine our MTSS tiers for Math. The impact of these funds will be seen through our tier support needs. We will also look at our attendance data and our SAEBRS data for Social Emotional needs. With the help of TASN, SEL interventions will be implemented in Fall 2021. Physically, we will be able to see outdoor and portable learning environments for our students in each of the buildings.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Melanie Schmitt

Date | 11/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
430	South Bro	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
430-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Certified Staff and 1 Director for the extended summer school learning programs	\$ 24,910	\$ 11,910	\$ 13,000	\$ -	\$ -	78750	Change Request-Was approved for \$11,910 in SFY 2021.
430-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Non-Certified Staff for the extended summer school learning programs	\$ 13,860	\$ 5,860	\$ 8,000	\$ -	\$ -	78800	Change Request-Was approved for \$5,860 in SFY 2021.
430-1-003-20211214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide transportation associated to the summer extended learning.	\$ 1,569	\$ -	\$ 1,569	\$ -	\$ -	78840	Change Request-Was approved for \$1,200 in SFY 2021
430-1-004-20211214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide a Nurse on site during summer school extended learning programs	\$ 2,495	\$ 2,495	\$ -	\$ -	\$ -	81875	Approved at 06/09/2021 State Board Meeting

430-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of a Instructional Academic Specialist to to provide teachers, para educators, and school leaders with regular access to an experienced instructional specialist. Doing so will help to improve the capacity of classroom teachers to effectively design, deliver, and evaluate instructional practices. Additionally, this position seeks to provide continuous professional development to teachers, para educators, and school leaders about critical areas of student learning including, but not limited to, literacy skills, reading comprehension, evaluation of growth and achievement, dyslexia, and communicating student growth and achievement trends with stakeholder groups.	\$ 21,490	\$ -	\$ 21,490	\$ -	\$ -	78750	Approved at 06/09/2021 State Board Meeting
430-1-006-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of 3 Student Academic Interventionist, 1 per building. The Instructor creates a positive learning environment to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Classroom instructor must work closely with other staff, and administration of the district.	\$ 53,880	\$ -	\$ 53,880	\$ -	\$ -	78750	Approved at 06/09/2021 State Board Meeting
430-1-007-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries to implement the High School Credit Recovery program for students	\$ 3,750	\$ 3,250	\$ 500	\$ -	\$ -	78800	Change Request-Was approved at \$3,250 in SFY2021.
430-1-008-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Cover additional salaries of hiring an additional custodian for the 21-22 school year to help with all the additional cleaning and sanitizing of the buildings.	\$ 28,200	\$ 4,000	\$ 24,200	\$ -	\$ -	78830	Approved at 06/09/2021 State Board Meeting
430-1-009-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Provide training for k-8 staff associated with the new Reading Intervention curriculum that was purchased to target students that may have fallen behind during the pandemic.	\$ 12,552	\$ 2,552	\$ 10,000	\$ -	\$ -	79000	Change Request-Was approved for \$5,100 in SFY 2022.
430-1-010-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	To cover additional costs for supplies associated with the extended summer learning program	\$ 5,000	\$ 3,000	\$ 2,000	\$ -	\$ -	79050	Change Request-Was approved for \$3,000 in SFY 2021.

430-1-011-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 3,137	\$ 3,137	\$ -	\$ -	\$ -	26700	Approved at 06/09/2021 State Board Meeting
430-1-012-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Purchase of supplies to enhance our high school FFA and 8th grade Ag Classes	\$ 25	\$ 25	\$ -	\$ -	\$ -	79050	Change Request-Was approved for \$360 in SFY 2022
430-1-013-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for teachers that needed FFCRA	\$ 12,452	\$ 12,452	\$ -	\$ -	\$ -	12250	Approved at 06/09/2021 State Board Meeting
430-1-014-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase online curriculum software (Edgenuity) to provide the high school credit recovery program and provide remote access to students learning opportunities	\$ 25,800	\$ 10,800	\$ 15,000	\$ -	\$ -	79100	Change Request-Was approved for \$7,200 in SFY 2022.
430-1-015-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	This is to cover the additional costs of sanitizing and deep cleaning the districts band instruments to help protect the students and staff.	\$ 16,900	\$ 8,400	\$ 8,500	\$ -	\$ -	79325	Change Request-Was approved for \$7,200 in SFY 2022
430-1-016-20211214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To cover additional salaries of hiring an additional nurse to have on site to help with all the extras during the pandemic for the 21-22 school year	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	78820	Change Request-Was approved for \$800 in SFY 2021 and \$7,880 in SFY 2022
430-1-017-20211214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,208	\$ 1,208	\$ -	\$ -	\$ -	19750	Approved at 06/09/2021 State Board Meeting

430-1-018-20211214	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 494	\$ 494	\$ -	\$ -	\$ -	51250	Approved at 06/09/2021 State Board Meeting
430-1-019-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,724	\$ 1,724	\$ -	\$ -	\$ -	53350	Approved at 06/09/2021 State Board Meeting
430-1-020-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 552	\$ 552	\$ -	\$ -	\$ -	74550	Approved at 06/09/2021 State Board Meeting
430-1-021-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	All access virtual business-online software that will allow students to job shadow virtually and other online activities,	\$ 12,004	\$ 6,004	\$ 6,000	\$ -	\$ -	79100	Change Request-Was approved for \$2,800 in SFY 2022.
430-1-022-20211214	Eligible	Direct Allocation	Instruction	Property	5. Procedures and systems to improve LEA preparedness and response efforts	Purchase additional lunch tables to increase spacing	\$ 31,000	\$ -	\$ 31,000	\$ -	\$ -	79150	Change Request-Was approved for \$20,000 in SFY 2022.0
430-1-023-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase updated math curriculum to address student learning loss - Purchase 6th-8th Science workbooks to accompany the science curriculum to address student learning loss - Purchase additional hands on learning curriculum in 4th grade science to help with student learning loss - Add an additional high school class (Indigenous People) to address the social and emotional needs in this area of need.	\$ 36,932	\$ 1,932	\$ 35,000	\$ -	\$ -	79100	Change Request-Was approved for \$31,198.73 in SFY 2022.
430-1-024-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase 4 Cleartouch Interactive Boards to help with social distancing in the classrooms and to help reach online learners.	\$ 76,500	\$ -	\$ 76,500	\$ -	\$ -	79150	Change Request-Was approved for \$15,000 in SFY 2022

430-1-025-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District will give all our non-classified staff premium pay in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -	78750	Change Request-Was approved for \$35,000 in SFY 2022
430-1-026-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District will give all our non-classified staff premium pay in the amount of \$500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.	\$ 27,750	\$ -	\$ 27,750	\$ -	\$ -	78800	Change Request-Was approved for \$32,000 in SFY 2022
430-1-027-20211214	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District will give all our non-classified staff premium pay in the amount of \$500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	78820	Approved at 9/14/2021 State Board Meeting. Per applicant: 3 staff will receive \$500 each.
430-1-028-20211214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District will give all our non-classified staff premium pay in the amount of \$500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	78840	Change Request was approved for \$3,000 in SFY 2022. Per applicant: 6 staff will receive \$500 each.
430-1-029-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District will give all our non-classified staff premium pay in the amount of \$500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	78830	Change Request-Was approved for \$3,500 in SFY 2022. Per applicant: 7 staff will receive \$500 each.
430-1-030-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Payroll taxes on the \$500 premium pay to all staff members of the district. Added Fica for all salaries pd from esser	\$ 19,156	\$ 1,556	\$ 17,600	\$ -	\$ -	78900	Change Request-Was approved for \$5,738 in SFY 2022.

430-1-031-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Payroll taxes on the \$500 premium pay to all staff members of the district.	\$ 291	\$ 21	\$ 270	\$ -	\$ -	78950	Change Request-Was approved for \$270 in SFY 2022.0
430-1-032-20211214	Eligible	Direct Allocation	Instruction	Supplies & 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	Purchased individual water bottles for students to have their own.	\$ 3,105	\$ 605	\$ 2,500	\$ -	\$ -	79050	New Line Item
430-1-033-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	additional headphones for students not to have to share	\$ 1,508	\$ 149	\$ 1,359	\$ -	\$ -	79050	New Line Item
430-1-034-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	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	Purchased additional paper/products for additional packets to be sent home with students due to students at home.	\$ 5,476	\$ 5,476	\$ -	\$ -	\$ -	82000	New Line Item
430-1-035-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Extra supplies for the Student academic specialists and Instructional Specialist hired.	\$ 566	\$ 66	\$ 500	\$ -	\$ -	79050	New Line Item. See Rows 004 and 005.

430-1-036-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	5. Procedures and systems to improve LEA preparedness and response efforts	3 Additional monitors purchased for desktop computers to multi task with the additional work	\$ 421	\$ 421	\$ -	\$ -	\$ -	82150	New Line Item. Per applicant, Purchased for offices to help review, complete, and monitor all the additional reporting, funding, attendance, additional zoom meetings and webinars, etc.
430-1-037-20211214	Eligible	Direct Allocation	Instruction	Supplies & 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	Purchase 2 picnic tables for social distancing and seating outdoors during learning time.	\$ 1,173	\$ 1,173	\$ -	\$ -	\$ -	82150	New Line Item. Per narrative, In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.
430-1-038-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of additional chromebooks for online learning. Purchase new projectors for outdoor activities/learning.	\$ 8,868	\$ 8,868	\$ -	\$ -	\$ -	82150	New Line Item. See Row 037.
430-1-039-20211214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated district website and microsoft software to be able to comply with all the covid online notices and documents.	\$ 7,397	\$ 1,093	\$ 6,304	\$ -	\$ -	79350	New Line Item
430-1-040-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Social distancing stickers. New additional cleaning equipment to help sanitize the facilities	\$ 2,729	\$ 37	\$ 2,692	\$ -	\$ -	79325	New Line Item

430-1-041-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Salary for after school planning/teaching/tutoring	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	78750	New Line Item. Per applicant, Students will work with staff after school for an hour on academic skills and homework help. The additional hour will be snack and an activity time. The goal is to have a 1:4 teacher/student ratio during the academic hour and a 1:10 teacher/student ratio during the activity time. The program is for students K-6 and runs Monday - Thursday 3:30-5:30 with an average of 30 students.
430-1-042-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Salary for after school planning/teaching/tutoring	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	78800	New Line Item. See Row 041.
430-1-043-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Fringe benefit for academic interventionist already approved	\$ 8,263	\$ -	\$ 8,263	\$ -	\$ -	78850	New Line Item
430-1-044-20211214	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Fringe benefit for for extra custodian already approved	\$ 9,622	\$ -	\$ 9,622	\$ -	\$ -	78850	New Line Item. See Row 007.
430-1-045-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for staff that we are already paying through esser II funds	\$ 13,500	\$ -	\$ 13,500	\$ -	\$ -	78900	New Line Item
430-1-046-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for staff that we are already paying through esser II funds	\$ 200	\$ -	\$ 200	\$ -	\$ -	78950	New Line Item

430-1-047-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Speakers & Professional Development to help address different student needs	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	79000	New Line Item. Per narrative, Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention. Per applicant, The district has budgeted to bring in speakers to address social emotional needs for students and staff and to send staff to conferences, meetings, classes, etc. to get additional information/data on addressing students current needs and achievement.
430-1-048-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE Supplies, Mask, Clear page protectors, and other items to help sanitize and clean facilities	\$ 500	\$ -	\$ 500	\$ -	\$ -	79050	New Line Item
430-1-049-20211214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11B. Planning and implementing supplemental after-school programs	After school program planning and implementing	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	79050	New Line Item. See Row 041.
430-1-050-20211214	Eligible	Direct Allocation	Instruction	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	Room divider to help social distancing	\$ 1,567	\$ -	\$ 1,567	\$ -	\$ -	79150	New Line Item
430-1-051-20211214	Eligible	Direct Allocation	Instruction	Property	3. Providing principals and other school leaders with resources to address individual school needs	Equipment for training and online meetings	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	79150	New Line Item. Per applicant, Additional equipment for training, all the online meetings with parents for conferences, students for online learning, etc.

430-1-052-20211214	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Time and attendance software for better tracking of absences, extra staff and the extra work.	\$ 5,100	\$ -	\$ 5,100	\$ -	\$ -	79150	New Line Item. Per applicant, Upgraded our system for the purpose of better keeping track of all staff's time and attendance due to all the online teaching from home, and all the additional absences due to quarantine or illness.
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Kansas CommonApp (2020)

2436-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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446_Independence_ESSER II_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Independence USD 446
Applicant / Mailing Address	517 N. 10th St, Independence KS 67301
Applicant / Email Address of Owner, CEO, or Executive Director	rarnold@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.)

Application details

Full District Name	Independence Unified School District 446
District Number	446
Mailing Address Street Address	517 N 10th
Mailing City	Independence

Mailing Address | Zip Code | 67301

Authorized Representative of the District | Name | Gina Godinez

Authorized Representative of the District | Position or Title | Director of Finance

Authorized Representative of the District | Email Address | ggodinez@indyschools.com

Authorized Representative of the District | Phone Number | +16203321800

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.

| Previously submitted.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| Previously submitted

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| Previously submitted

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Gina Godinez

Date | 11/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
446	Independ	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
446-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 390,000	\$ -	\$390,000	\$ -	\$ -	50920	Approved at 5/11/2021 State Board Meeting. Called to clarify number of teachers this represents. Upon request, the reviewer added detail to include # of teachers estimated.
446-1-002-20211214	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Health Insurance for additional staff	\$ 49,600	\$ -	\$ 49,600	\$ -	\$ -	50940	Approved at 5/11/2021 State Board Meeting.
446-1-003-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for additional staff	\$ 29,850	\$ -	\$ 29,850	\$ -	\$ -	50950	Approved at 5/11/2021 State Board Meeting.
446-1-004-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 57,100	\$ -	\$ 57,100	\$ -	\$ -	50955	Approved at 5/11/2021 State Board Meeting. Called to clarify number of aides/paras this represents. Upon request, the reviewer added detail to include # of aides/paras estimated.
446-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 29,440	\$ 11,520	\$ 17,920	\$ -	\$ -	50960	Approved at 5/11/2021 State Board Meeting.
446-1-006-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for summer school staff	\$ 2,255	\$ 885	\$ 1,370	\$ -	\$ -	50970	Approved at 5/11/2021 State Board Meeting.

446-1-007-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Enrichment materials and supplies for summer school students	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	50980	Approved at 5/11/2021 State Board Meeting.
446-1-008-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitary/Safety materials and supplies to clean school facilities	\$ 45,000	\$ 7,500	\$ 37,500	\$ -	\$ -	50990	Approved at 5/11/2021 State Board Meeting.
446-1-009-20211214	Eligible	Direct Allocation	Building Improvements	Purchased Property Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	HVAC system upgrades to district facilities to improve indoor air quality and reliability of indoor air to enhance student comfort and student achievement.	\$ 386,753	\$ 190,000	\$196,753	\$ -	\$ -	50995	Change Request-Was approved for \$190,000 in SFY 2021 and \$210,000 in SFY 2022. Allowable if CDC guidelines are met.
446-1-010-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	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.	\$ 1,200,000	\$ 600,000	\$600,000	\$ -	\$ -	51100	Approved at 5/11/2021 State Board Meeting.
446-1-011-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	51110	Approved at 5/11/2021 State Board Meeting. Called district to clarify purpose of Alt School and tie to Covid. This item represents the hiring of a lead teacher/admin to oversee the Alternative school. Upon request, the reviewer added detail to the item.
446-1-012-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We plan to hire support staff to enhance student learning and success due to learning loss from Covid 19.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	51115	Approved at 5/11/2021 State Board Meeting.

446-1-013-20211214	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Fringe benefits for staff for the new alternative school.	\$ 6,890	\$ -	\$ 6,890	\$ -	\$ -	51120	Approved at 5/11/2021 State Board Meeting.
446-1-014-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security for Alt School Staff	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	51125	Approved at 5/11/2021 State Board Meeting.
446-1-015-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	The district will supplies instructional supplies and materials to enhance student achievement.	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	51130	Approved at 5/11/2021 State Board Meeting.
446-1-016-20211214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	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.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	51135	Approved at 5/11/2021 State Board Meeting.
446-1-017-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	We plan to purchase additional services for students and staff to provide learning opportunities for student enrichment to address learning loss due to Covid.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	51140	Approved at 5/11/2021 State Board Meeting. Called district to clarify the item. This will be for services (most likely purchased through a service center) to support teachers working with students with learning loss due to Covid. Upon request, the reviewer added additional detail to this item.
446-1-018-20211214	Eligible	Direct Allocation	Instruction	Software Services	12. Addressing learning loss among students, including vulnerable populations	The district plans to purchase additional software to help kids most effected by COVID for learning loss	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	51145	Approved at 5/11/2021 State Board Meeting.
446-1-019-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic. 154 certified teachers @ \$1,000 ea	\$ 154,000	\$ -	\$154,000	\$ -	\$ -	51160	New Line Item

446-1-020-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic. 154 non certified staff @ \$1,000 ea	\$ 154,000	\$ -	\$ 154,000	\$ -	\$ -	51161	New Line Item
446-1-021-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic. 86 special education staff @ \$250	\$ 21,500	\$ -	\$ 21,500	\$ -	\$ -	51162	New Line Item
446-1-022-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes continue to be hard to find even with increased daily rates due to the pandemic. Area schools are paying premium pay and we are losing subs so we are going to pay premium pay. This cost was calculated for those (39 individuals) who have subbed in the district to include an additional \$15 per hour they have worked as subs.	\$ 10,125	\$ -	\$ 10,125	\$ -	\$ -	51163	New Line Item
446-1-023-20211214	Eligible	Direct Allocation	Support Services (Students)	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Providing this money to keep coaches / sponsors. This was calculated @ \$100 per sport, up to a total of \$200 for 14 coaches.	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	51164	New Line Item
446-1-024-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This money will be used for FICA expenses on the retention/premium pay for staff/substitutes/coaches/sponsors.	\$ 26,104	\$ -	\$ 26,104	\$ -	\$ -	51165	New Line Item

Kansas CommonApp (2020)

2350-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



IRRPZBdl

452_Stanton County_ESSER II Plan_1028

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 #452 Stanton County
Applicant / Mailing Address	PO Box C, Johnson City, Kansas 67855
Applicant / First and Last Name of Owner, CEO, or Executive Director	Trenton Horn
Applicant / Email Address of Owner, CEO, or Executive Director	trent.horn@usd452.org
Applicant / Phone Number	6204926226

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	Stanton County
District Number	452

Mailing Address | Street Address | PO Box C, 200 W. Weaver Ave.

Mailing | City | Johnson City

Mailing Address | Zip Code | 67855

Authorized Representative of the District | Name | Trenton Horn

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | trent.horn@usd452.org

Authorized Representative of the District | Phone Number | +16204926226

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 has impacted our district by influencing student learning and inducing learning loss due to student absences from school due to isolation and quarantine. We have not seen any one specific population affected. Since the introduction of the Delta variant we have seen an increase in the number of students and staff who have gotten Covid-19. We feel this is the primary cause for the absences and subsequent learning loss. We have approximately 430 students and 80 staff members who are in our buildings daily. The Delta variant has caused more student and staff absences so far this year than we experienced all of last year. The student population has been hit harder than the adult population. We have seen some increase in office referrals and recognize a need to focus on the mental health of 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 remainder of our ESSER I funds will be used to combat sanitation issues in our buildings. We plan to use those funds to purchase masks, gloves, hand sanitizer, disinfectants, batteries for sanitizer machines as well as some social emotional curriculum to to help with the mental health and well being of our students and staff.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To combat the spread of Covid-19 the district plans to use the ESSER II funds to purchase sanitation supplies such as sanitizers, disinfectants, masks, cleaners, etc. Additionally, the district plans to upgrade the outdated HVAC system in the JR/SR High School. The upgrades will include a more efficient system that allows the introduction of fresh air throughout the building. Additionally, UV-C lights will be installed in the new system. UV-C lights have been shown to be effective at killing viruses including Covid-19.

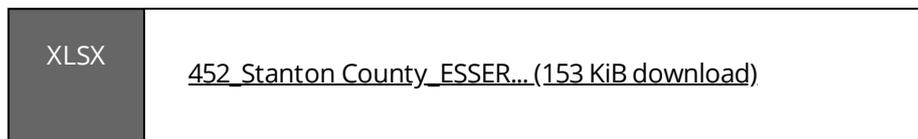
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to keep data to track the number of Covid-19 cases in our buildings. Additionally, we will monitor student absences to determine the amount of instructional time impacted by students missing school due to Covid-19. Student office referrals will also be closely monitored. That information will be used to evaluate the mental well being of 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
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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:
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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

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The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Trenton E. Horn

Date | 10/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
452	Stanton County	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
452-1-001-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	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	Miscellaneous cleaning and disinfecting supplies to be used to slow or stop the spread of Covid-19. This may include but isn't limited to, hand soap, hand sanitizer, cleaning wipes, disinfectant sprays, spray bootles for disinfectant, and batteries for touchless hand sanitizer machines.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2600-610-00	Approved at 7/13/2021 State Board Meeting
452-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	NEW ITEM SINCE INITIAL APPLICATION SUBMISSION. Upgrade and replacement of current HVAC system components to provide the ability to circulate fresh air throughout the JR/SR high school. The new system will include UV-C lights to further inhibit and destroy Covid-19 as well as other bacteria, viruses and pathogens. This new system will replace the current system that is over 20 years old.	\$ 353,777	\$ 353,777	\$ -	\$ -	\$ -	07-2600-430-01	New Line Item. Allowable if CDC guidelines are met. Capital improvement documentation required.

Kansas CommonApp (2020)

2397-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YKLqKZzB

456_Marais des Cygnes Valley_ESSER II Plan_1108

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	Marais des Cygnes Valley
Applicant / Mailing Address	
105 SW Main	
Melvern, KS 66510	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Joe Sample
Applicant / Email Address of Owner, CEO, or Executive Director	jsample@usd456.org
Applicant / Phone Number	7855493521

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	Marais des Cygnes Valley
District Number	456

Mailing Address Street Address	105 SW Main
Mailing City	Melvern
Mailing Address Zip Code	66510
Authorized Representative of the District Name	Joe Sample
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jsample@usd456.org
Authorized Representative of the District Phone Number	+117855493521
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.

In March of 2020, USD 456 experienced a difficult transition in moving from in-person learning to remote learning for the last quarter of the school year. Due to this, the district has attempted to dig out of this hole and the corresponding consequences during the course of the 2020-2021 school year. Luckily, the district has been able to conduct learning while in-person for the majority of the year, with only a two-week span of remote learning immediately following Thanksgiving. During the course of conducting education during a pandemic, our district has learned some hard truths. #1 - our district has and will need to expend significant funds to limit the spread of communicable diseases, which can include simple items like soap, hand sanitizer, and cleaning supplies to physical components like additional desks, cafeteria tables, and PPE. #2 - our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. #3 - our district has learned that we were merely scraping the surface on the potential of digital media or platforms and how it can affect learning for our students, realizing that we can better support our students through a variety of methods. Therefore, our district has experienced many different impacts, but feel that with an identified plan, we can navigate this new normal.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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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.

This application represents the plan for the expenditure of our remaining funds for ESSER II. In the past, the district has addressed several areas of needs. First and foremost, providing resources to address student learning, tracking that learning, and social/emotional constructs to support that learning. Effective evaluation of staff in an effort to improve student learning. Technology, whether it be student or staff, was a concern that was addressed. Continued cleanliness of the facility was a concern addressed. General supplies for our students was required so that contamination concerns can be resolved. However, the remainder of ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.

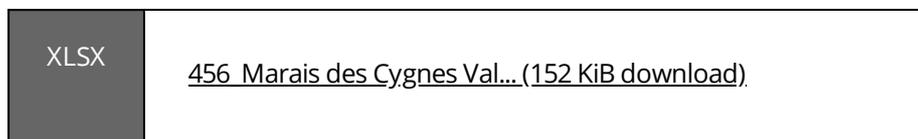
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through the tracking of student learning, reduction in communicable diseases, and the increase of mobility in learning and district processes.

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The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Joe Sample

Date | 06/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No	Data as of
456	Marais De	11/22/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
456-1-001-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	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	Purchase staff laptops so that teachers can be fully mobile in the event of remote learning or an extended closure.	\$ 3,746	\$ 3,746	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-002-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Salary for daytime custodian to provide adequate and appropriate cleanup during the school day.	\$ 26,208	\$ 26,208	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-003-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase Panorama Educaion software to assess social/emotional status of students and track their academc and behavioral growth/status.	\$ 54,750	\$ 54,750	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting

456-1-004-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	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	Purchase student laptops to upgrade student technology in the event of reote learning or an extended closure.	\$ 2,540	\$ 2,540	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-005-20211214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchase digital enrollment platform to limit the unnecessary spread of disease between students, staff, and the public.	\$ 11,590	\$ 11,590	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-006-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase school supplies for students to reduce contamination of communicable diseases.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-007-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase outdoor stage due to the constraints of our indoor facility and allow for more social distancing, in result reducing the spread of disease.	\$ 12,231	\$ 12,231	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-008-20211214	Eligible	Direct Allocation	Instruction	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase PowerSchool platform suite to increase the effectiveness of staff, effectively manage staff operations digitally, and reduce unnecessary interaction through cloud based operations.	\$ 14,500	\$ 14,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting

456-1-009-20211214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 17,565	\$ 17,565	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-010-20211214	Eligible	Direct Allocation	Support Services - General Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase custodial supplies to allow for the district's facility to be continually clean and meet pandemic cleanliness standards.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-011-20211214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	10. Providing mental health services and supports	Purchase 7 Mindsets curriculum to support student social/emotional wellbeing.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-012-20211214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 12,242	\$ 12,242	\$ -	\$ -	\$ -	7	New Line Item. Per narrative, our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.

Kansas CommonApp (2020)

2353-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JBwADDn

458_Basehor-Linwood_ESSER II Plan_0503 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 458

Applicant / Mailing Address

| 2008 N 155th Street
| Basehor, KS 66007

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Howard

Applicant / Email Address of Owner, CEO, or Executive Director | dhoward@usd458.org

Applicant / Phone Number | 913-724-1396

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 | Basehor-Linwood

District Number		458
Mailing Address Street Address		2008 N 155th Street
Mailing City		Basehor
Mailing Address Zip Code		66007
Authorized Representative of the District Name		Pam Chenoweth
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		pchenoweth@usd458.org
Authorized Representative of the District Phone Number		+19136627025
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.

During the course of the pandemic our students, staff, parents, and community have been deeply impacted. With many of our students living in rural areas, connectivity has been a continuing concern. We have limited connectivity for some students while trying to provide technology and assistive devices for them. With remote, hybrid, and on-site learning we had a myriad of opportunities available for our students to help make up for learning loss due to the pandemic. Student academic scores have decreased in our nationally normed screener, MAP. We have also seen social emotional concerns through our panorama survey. This year we served 2575 in our hybrid, remote, and onsite environment. An additional 373 students in our virtual school also received additional support this year. We have seen deeper impacts on our special populations with staff changes required to meet the needs due to the requirements of the pandemic safety concerns. The costs due to the changes to meet the needs of students and staff have increased with cleaning, staffing and additional resources. The pandemic has made a major impact on our budget, learning, and social-emotional health across the district.

In additional to Summer School, the district has spent funds on air quality equipment to minimize the potential spread.

Premium pay will be issued to all staff in the amount of \$750 as indicated in the application for duties performed above and beyond due to covid.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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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.

One of our 1st steps to combat the learning loss is the development of our summer school programs. Each building has done a data-dive to determine which students are in need of enrichment due to the learning loss. Working together, our teams collaborated to develop their summer school platform. The funds will be used to pay for our staffing needs, resources, and supplies to meet the needs of this platform to decrease learning loss across the district at the K-12 level. This is a new program for us that has been specifically designed for learning loss due to COVID-19.

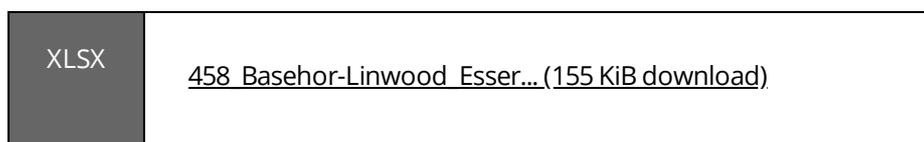
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II funds, our district plans to continue to monitor students' academic growth along with social emotional growth. Our team will utilize our universal screeners, MAP, item assessments and panorama. Gathering this data our teachers, administrators and support staff will collaborate to continually analyze the impacts of our programming to determine additional resources for student growth. Through this data-driven approach our team will continuously analyze our data to determine what is being effective from our ESSER II funded programs and what additional programs are needed to get our students back on track from the effects of 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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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.

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Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Pam F Chenoweth

Date | 10/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
458	Basehor-Linwo	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
458-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries for Summer School services to address learning loss during pandemic	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	12518	Approved at 6-9-2021 State Board Meeting. Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.
458-1-002-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Teacher Salaries	\$ 4,055	\$ 4,055	\$ -	\$ -	\$ -	12618	Approved at 6-9-2021 State Board Meeting.
458-1-003-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative Salaries for Summer School Services	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	12718	Approved at 6-9-2021 State Board Meeting.
458-1-004-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Administrative Salaries	\$ 306	\$ 306	\$ -	\$ -	\$ -	12818	Approved at 6-9-2021 State Board Meeting.

458-1-005-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing Services or Summer School Program	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	12918	Approved at 6-9-2021 State Board Meeting.
458-1-006-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Nursing Services	\$ 115	\$ 115	\$ -	\$ -	\$ -	13018	Approved at 6-9-2021 State Board Meeting.
458-1-007-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies for Summer School Program	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13118	Approved at 6-9-2021 State Board Meeting.
458-1-008-20211214	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for Summer School program	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	13218	Approved at 6-9-2021 State Board Meeting.
458-1-009-20211214	Eligible	Direct Allocation	Operation of Non-Instruction Services	Food Service Management	11A. Planning and implementing summer learning or enrichment programs	Food Service cost for Summer School Program	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	13318	Approved at 6-9-2021 State Board Meeting
458-1-010-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Musical Wind Instrument bell covers to reduce the spread of covid through airborne particals produced during classroom use of wind instruments.	\$ 2,939	\$ 2,939	\$ -	\$ -	\$ -	13320	New Line Item

458-1-011-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	0	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	Synexis Units designed to clean and filter air in classrooms where masks cannot be worn at all times. (ex. Music classrooms and special education classrooms with students unable to wear masks for varying reasons.	\$ 19,554	\$ 19,554	\$ -	\$ -	\$ -	13319	New Line Item; Applicant responded via email: 8 Units will be purchased at a cost of \$2,444.25 each. Allowable if CDC guidelines are met. Capital Improvement documentation required.
458-1-012-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 120,750	\$ 120,750	\$ -	\$ -	\$ -	13321	New Line Item; Applicant responded via email: A \$750 payment for all staff members to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. The proposed payment date is November 22nd, 2022. Staff Count: 1000 Certified - 161
458-1-013-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13322	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 1000 Classified - 11
458-1-014-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Stuent Support Staff member for added duties associated with Social/Emotional Issues due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13323	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2100 Certified - 11

458-1-015-20211214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Nursing Staff members for added Nursing duties due to Covid.	\$ 5,250	\$ 5,250	\$ -	\$ -	\$ -	13324	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2100 Classified - 7
458-1-016-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13325	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2200 Certified - 2
458-1-017-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13326	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2200 Classified - 11
458-1-018-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13327	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-019-20211214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13328	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-020-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13329	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2400 Certified - 11
458-1-021-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 11,250	\$ 11,250	\$ -	\$ -	\$ -	13330	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2400 Classified - 15

458-1-022-20211214	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13331	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2500 Certified - 2
458-1-023-20211214	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13332	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2500 Classified - 6
458-1-024-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with cleaning and sanitizing buildings.	\$ 20,250	\$ 20,250	\$ -	\$ -	\$ -	13333	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2600 - Classified 27
458-1-025-20211214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with providing safe food service during Covid.	\$ 18,000	\$ 18,000	\$ -	\$ -	\$ -	13333	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 3100 - Classified - 24
458-1-026-20211214	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/staff member for added duties associated with providing safe and sanitized daycare operation for staff dependents.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	13334	New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 3300 Classified - 10
458-1-027-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 9,869	\$ 9,869	\$ -	\$ -	\$ -	13335	New Line Item
458-1-028-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,033	\$ 1,033	\$ -	\$ -	\$ -	13336	New Line Item

458-1-029-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 746	\$ 746	\$ -	\$ -	\$ -	13337	New Line Item
458-1-030-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 115	\$ 115	\$ -	\$ -	\$ -	13338	New Line Item
458-1-031-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,492	\$ 1,492	\$ -	\$ -	\$ -	13339	New Line Item
458-1-032-20211214	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 459	\$ 459	\$ -	\$ -	\$ -	13340	New Line Item
458-1-033-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,549	\$ 1,549	\$ -	\$ -	\$ -	13341	New Line Item
458-1-034-20211214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,377	\$ 1,377	\$ -	\$ -	\$ -	13342	New Line Item
458-1-035-20211214	Eligible	Direct Allocation	Community Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 574	\$ 574	\$ -	\$ -	\$ -	13343	New Line Item

Kansas CommonApp (2020)

2341-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dyxkgpNX

470_Arkansas City_ESSER II CHANGE_1021

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 | Will Pfannenstiel

Applicant / Mailing Address

2545 Greenway Rd.
Arkansas City, KS 67005

Applicant / First and Last Name of Owner, CEO, or Executive Director | William R Pfannenstiel

Applicant / Email Address of Owner, CEO, or Executive Director | will.pfannenstiel@usd470.com

Applicant / Phone Number | 6204412000

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) | 486005443

Applicant / Website Address (if applicable) | usd470.com

Application details

Full District Name	Arkansas City Public Schools
District Number	470
Mailing Address Street Address	2545 Greenway
Mailing City	Arkansas City
Mailing Address Zip Code	67005
Authorized Representative of the District Name	Will Pfannenstiel
Authorized Representative of the District Position or Title	Assistant Superintendent for Business and Operations
Authorized Representative of the District Email Address	will.pfannenstiel@usd470.com
Authorized Representative of the District Phone Number	+16204412000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sue.mcgowan@usd470.com
Other District Representative 2 Email Address	braden.smith@usd470.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 470 Arkansas City Public Schools is located in Cowley County and has a current enrollment of 2777 PreK-12th grade students of which 57% qualify for free or reduced meal prices. From September 9, 2020 - April 23, 2021, USD 470 students attended school in a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, cannot replace onsite, in-person learning. The long duration of remote and hybrid learning has created learning loss for all students, especially those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members. USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing and continue to maintain a high level of sanitation and personal protective equipment.

Does the district have remaining ESSER I funding that it has not yet spent as of	No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The COVID 19 pandemic has created a need in USD 470 to extend the learning opportunities for our students and put into place improved curricula that is better suited for multiple modes of learning and instruction and addresses the social and emotional needs of students. The following are our areas of focus to address and make up for lost learning opportunities.

Summer Learning - We are requesting funds to provide new opportunities for the students of our district that are focused on learning recovery. These funds would cover the total expense of summer school including resources, fees, utilities, and salaries for summer school teachers, counselors, teacher aides (SAs), administrators, bus drivers, and secretaries.

Curriculum and Personnel - This districtwide implementation of curriculum and professional development will require funds that are not available in the course of a normal budget cycle. In addition to curriculum focuses on math, reading, and social-emotional health, the district wishes to add additional teaching and administrative personnel for the 2021-22 school year to increase social distancing and more effectively meet the needs of students by providing additional one on one and small group instruction as well as support for the social and emotional needs of students. These funds will include literacy support services for professional development.

Communication - Communication with student families and the community is an area where USD 470 can make a vast improvement. During the pandemic, it became evident that communications, especially in the area of ESL homes, was a challenge. We are therefore requesting funds for an app called Talking Points that will allow for more effective translation in communications.

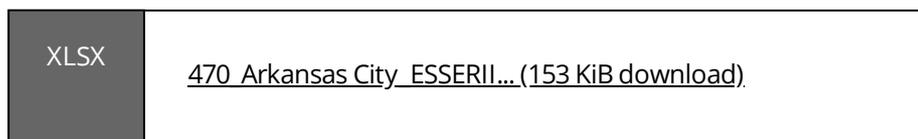
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, an after-school program, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Will Pfannenstiel

Date | 10/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No.	Data as of
470	Arkansas	12/6/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
470-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST: (Additional funds for an additional year and a reduction from the originally requested 6 teaching positions to 5 teaching positions.)We plan to add 6 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction. These supports would focus on the recovery of lost learning resulting from the impact of the COVID 19 pandemic. Clarification Email addition: These new teacher positions will not go into plae until the 2021-22 school year.	\$ 534,200	\$ -	\$ 292,200	\$ 242,000	\$ -	003-13690	Change Request- Was approved for \$292,200 in SFY 2022
470-1-002-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST: (Additional funds for an additional year.) These funds will cover the social security portion of the 6 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports.	\$ 45,900	\$ -	\$ 22,950	\$ 22,950	\$ -	003-13870	Change Request- Was approved for \$22,950 in SFY 2022

470-1-003-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST: (Additional funds for an additional year.)</p> <p>USD 470 plans to hire 1.5 additional assistant principals for the elementary (1) and middle school (.5) levels to increase social distancing and better address student academic, physical, and mental health needs. These positions are necessary due to the increased logistical requirements as well as an anticipated increase in enrollment and a need to more rapidly respond to emotional trauma resulting from the COVID 19 pandemic. Clarification Email: The addition of 1.5 assistant principals in USD 470 can be broken into three areas that directly correlate with needs created by the COVID 19 Pandemic and the state, local, and our school districts' response.</p> <p>1. Assistant principals will be added to focus on learning recovery due to losses suffered due to the pandemic. This includes coverage of extended learning opportunities provided to students both during the summer and during the school year. These positions, in addition to areas 2 and 3, will be highly critical in providing professional development of teachers, in providing supervision for students, and maintaining positive learning environments in their assigned buildings.</p> <p>2. Due to the pandemic, USD 470 has and continues to increase the number of personnel in the buildings where these assistant principals will be assigned. With additional personnel, comes the need for additional supervisory functions and a need for increased personnel to handle these duties and responsibilities. The management and instructional leadership of buildings must be maintained as they grow and the pandemic has lead to increases in both classified and certified positions.</p>	\$ 160,000	\$ -	\$ 80,000	\$ 80,000	\$ -	003-14530	Change Request- Was approved for \$80,000 in SFY 2022
470-1-004-20211214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST: (Additional Funds for an additional year.)</p> <p>These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing and provide logistical and reponse to emotional trauma.</p>	\$ 11,046	\$ -	\$ 5,523	\$ 5,523	\$ -	003-14650	Change Request- Was approved for \$5,523 in SFY 2022
470-1-005-20211214	Eligible	Direct Allocation	Support Services - School Administration	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST: (Additional funds for an additional year.)</p> <p>These funds will cover the health insurance portion of the additional positions.</p>	\$ 13,140	\$ -	\$ 6,570	\$ 6,570	\$ -	003-14620	Change Request- Was approved for \$6,570 in SFY 2022

470-1-006-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	USD 470 plans to implement equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all. Clarification Email: The Talking Points app is focused on strengthening the connection between teachers and families, especially in low-income, non-English speaking households. Due to COVID 19, the district quickly learned that our connectivity and communications in these households was a barrier to learning that presented a challenge to overcome. We know that distance learning can not work without strong teacher-family communications which need to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting
470-1-007-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	CHANGE REQUEST: (Amount Requested) We plan to purchase a core curriculum resource for structured literacy and social-emotional learning. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs or the needed structured recovery of making up for learning lost during the COVID 19 Pandemic. Amendment: Since the original submission of this plan the district, through the use of a committee made up of teachers from all grade levels, recommended the adoption of CKLA Amplify - a structured literacy approach built on the science of reading which sequences deep content knowledge with explicit, systematic instruction in foundational skills; requires no supplementation in phonemic awareness, phonics; digital hub, audio books, print and e-readers available. The USD 470 Board of Education has approved this adoption.	\$ 300,606	\$ -	\$ 300,606	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting.

470-1-008-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	The social-emotional needs of students are in need of a systematic approach throughout the district. We are planning to purchase and implement a SEL curriculum to address student needs. This will involve the professional development of staff and contract services for mental health counseling for students.	\$ 35,000	/;	\$ 35,000	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting.
470-1-009-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2).	\$ 152,628	\$ -	\$ 152,628	\$ -	\$ -	003-13690	Approved at 6-9-2021 State Board Meeting.
470-1-010-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for non certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0), Non-certified Personnel required: Student Assistant Team members and bilingual aides (24).	\$ 48,114	\$ -	\$ 48,114	\$ -	\$ -	003-13840	Approved at 6-9-2021 State Board Meeting.
470-1-011-20211214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used to pay for additional salaries/expenses for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3).	\$ 25,236	\$ -	\$ 12,618	\$ 12,618	\$ -	003-14530	Change Request- Was approved for \$12,618 in SFY 2022
470-1-012-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 18,575	\$ -	\$ 18,575	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting

470-1-013-20211214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Energy	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used to cover additional utilities associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 12,130	\$ -	\$ 6,065	\$ 6,065	\$ -	003-14740	Change Request- Was approved for \$6,065 in SFY 2022
470-1-014-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 37,000	\$ -	\$ 15,000	\$ 22,000	\$ -	003-14830	Change Request- Was approved for \$15,000 in SFY 2022
470-1-015-20211214	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Greenbush Literacy Support Services Clarification Email: USD 470 is a district where 56% of students qualify for free or reduced meals. The high number of students qualifying correlates to the deficits in literacy that the district has made great strides in overcoming. Due to and during the COVID 19 Pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for many students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time, new resources, and supports going forward. The Greenbush Literacy Support Service will support literacy instruction and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.	\$ 60,000	\$ -	\$ 30,000	\$ 30,000	\$ -	003-13930	Change Request- Was approved for \$30,000 in SFY 2022
470-1-016-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Reimbursement for premium pay that was paid to all staff in December 2020 as a result of additional duties required because of the impact of the COVID 19 Pandemic. This premium pay was for \$500 / employee (excluding district administration). Teachers and service staff worked side by side preparing 'homebound or special' lessons, offering extra tutorial help for our students, designing new 'on-line' approaches to compel greater learning and participation, pitched in to help prepare/package/deliver meals, and participated in multiple webinars, meetings and trainings to learn new skills and become more expert in using online and remote delivery systems for all learners.	\$ 221,000	\$ 221,000	\$ -	\$ -	\$ -	003-13690	Approved at 8/10/2021 State Board Meeting

470-1-017-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1B. Any activity authorized by the Individuals with Disabilities Education Act.	NEW ITEM: Additional Special Education Teacher (.5) for Arkansas City High School (request for an additional year of funding.) This position is needed as a result of COVID 19 and is tied to social distancing mitigation efforts and distancing large case loads. Fifty percent of this teachers salary comes from USD 470 with the other 50% coming from the Cowley County Special Education Cooperative run through USD 465.	\$ 48,000	\$ -	\$ 24,000	\$ 24,000	\$ -	03-1369	Change Request- Was approved for \$24,000 in SFY 2022
470-1-018-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Due to the impact of COVID 19 during the Spring 2020 - Spring 2021 semesters, USD 470 students have experienced a significant loss of learning as evidenced by both NWEA MAP and state assessment data. This impact has brought forth the need to make up for this 'learning loss' by increasing the amount of instructional time available to students. In addition to the Summer School Programs during the Summer of 2021 and planned for the Summer of 2022, USD 470 has chosen to adopt 5 additional days to its schedule for the 2021-22 school year. One of these days has been added as an additional Professional Development day and 4 of the additional days have been added to the calendar as Student Contact/Instruction Days.	\$ 478,369	\$ -	\$ 478,369	\$ -	\$ -	03-1369	New Line Item
470-1-019-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Due to the impact of COVID 19 and the increased demands placed on school nurses, USD 470 has added an additional full time nursing position and two health aide positions for the 2021/22 and 2022/23 school years.	\$ 100,000	\$ -	\$ 50,000	\$ 50,000	\$ -	03-1369	New Line Item
470-1-020-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW ITEM: After School Program: Used to pay for additional salaries/expenses for certified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading of new content and reteaching of skills due to learning loss as experienced due to the COVID 19 Pandemic.	\$ 117,437	\$ -	\$ 117,437	\$ -	\$ -	03-1369	New Line Item
470-1-021-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW ITEM: After School Program: Used to pay for additional salaries/expenses for classified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic.	\$ 24,476	\$ -	\$ 24,476	\$ -	\$ -	03-1384	New Line Item
470-1-022-20211214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW ITEM: After School Program: Used to pay for additional salaries/expenses for transportation staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic. The After School Program will create additional bus routes for students at later than regular times.	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	03-1483	New Line Item

470-1-023-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Reimbursement for the Tutor Me subscription license. Tutor Me is a web based software application which provides online and telephone support for students outside the normal school hours. This program allows for students to call in for assistance on homework and meets the varied schedule of families and students. This application serves as an additional support and tool in replacing learning learning lost due to the COVID 19 Pandemic.	\$ 53,964	\$ -	\$ 53,964	\$ -	\$ -	03-1396	New Line Item
470-1-024-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Premium pay for 5 registered nurses employed by USD 470 to cover the additional hours worked during the Fall 2021 semester outside their normal contract day.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	03-1369	New Line Item; Applicant responded via email: this request does fall under 'retention pay'. We are already paying our nurses for their overtime and are not requesting reimbursement for that at this time.

Kansas CommonApp (2020)

2445-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



QvWlzpzo

475_GearyCounty_ESSER II CHANGE

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Geary County USD475

Applicant / Mailing Address

| 123 N. Eisenhower Drive, Junction City KS 66441

Applicant / Email Address of Owner, CEO, or Executive Director | ardenacarlyon@usd475.org

Applicant / Phone Number | 7857174012

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 | Geary County Unified School District

District Number | 475

Mailing Address | Street Address | 123 N. Eisenhower Dr.

Mailing | City | Junction City

Mailing Address Zip Code	66441-3313
Authorized Representative of the District Name	Marilee Fredricks
Authorized Representative of the District Position or Title	Chief Financial Officer
Authorized Representative of the District Email Address	marileefredricks@usd475.org
Authorized Representative of the District Phone Number	+17857174050
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| ESSER II change request #1 Updated amounts and added new items due to new administration review, filling of positions, and obtaining quotes for better identification of supply costs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| Change Request #1

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 added funding for staff incentives to support the hiring of new staff and retention of existing staff. The district will identify the impact by looking at staffing vacancies during and at the end of FY22 as well as amount of staff newly hired.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare

for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Marilee Fredricks

Date | 11/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District	Data as of
475	Geary C	11/22/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
475-1-001-20211214	Eligible	Direct Allocation	Operation of Buildings	Other Building Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST(Originally \$480,000 - Reduction of Budget as prior months paid out of ESSER I- Enhanced Facility Cleaning of School Buildings (Separate contract approved by USD475 Board of Education); Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.	\$ 281,025	\$ -	\$ 281,025	\$ -	\$ -	65	Change Request-Was approved for \$480,000 in SFY 2022. Relate to COVID-19; Applicant responded via email: (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.
475-1-002-20211214	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - (Originally \$100,000) Reduction of Budget due to award of KDHE Grant and actual budget figures identified) Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.	\$ 87,100	\$ -	\$ 87,100	\$ -	\$ -	65	Change Request- Was approved for \$100,000 in SFY 2022

475-1-003-20211214	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - (Originally \$18,250) (Reduction of Budget due to award of KDHE Grant) Additional Nurse and Aid Support - Benefits	\$ 5,810	\$ -	\$ 5,810	\$ -	\$ -	65	Change Request-Was approved for \$18,250 in SFY 2022
475-1-004-20211214	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - (Originally \$238) (Reduction of Budget due to award of KDHE Grant) Additional Nurse and Aid Support - Benefits	\$ 85	\$ -	\$ 85	\$ -	\$ -	65	Change Request-Was approved for \$238 in SFY 2022
475-1-005-20211214	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST (Originally \$224,215) Reduction of budget - All students are back to brick and mortar. Assume less damage than when offering remote learning) Replacement of technology broken due to student use during COVID. Continuation of offering hot spots for internet for afterschool or weekend tutoring and day to day education supports.	\$ 100,000	\$ -	\$ 25,000	\$ 75,000	\$ -	65	Change Request-Was approved for \$150,000 in SFY 2022 and \$74,215 in SFY 2023
475-1-006-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$280,000) Reduction due to contracts signed) Addition of four building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 2 Highschool and 2 Elementary.	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	65	Change Request-Was approved for \$280,000 in SFY 2022

475-1-007-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$21,500) (Reduction due to contracts signed) - Benefits	\$ 16,830	\$ -	\$ 16,830	\$ -	\$ -	65	Change Request- Was approved for \$21,500 in SFY 2022
475-1-008-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$280) (Reduction due to contracts signed) - Benefits	\$ 220	\$ -	\$ 220	\$ -	\$ -	65	Change Request-Was approved for \$280 in SFY 2022
475-1-009-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$23,040) (Reduction due to contracts signed) - Benefits	\$ 9,700	\$ -	\$ 9,700	\$ -	\$ -	65	Change Request-Was approved for \$23,040 in SFY 2022
475-1-010-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$750,000) (Reduction due to receipt of quote) Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores.	\$ 425,000	\$ -	\$ 425,000	\$ -	\$ -	65	Change Request- Was approved for \$750,000 in SFY 2022. relate to COVID-19; Applicant responded via email: Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores.
475-1-011-20211214	Eligible	Direct Allocation	Instructional Staff Training and Development Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$50,000) Reduction due to receipt of quote) Contracted Professional Development - Training to support implementation of new Language Arts curriculum.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	65	Change Request- Was approved for \$50,000 in SFY 2022. Relate to COVID-19; Applicant responded via email: Training to support implementation of new Language Arts curriculum.

475-1-012-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$150,000) Increased due to LTRS training plan finalized and new language arts adoption) Professional Development - Extra Duty - Provide teachers and academic coaches in Lanaguage Arts and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide. -□ -English Adoption – 250 staff at 20 hours (k-6th)	\$ 280,000	\$ -	\$ 125,000	\$ 155,000	\$ -	65	Change Request- Was approved for \$125,000 in SFY 2022 and \$25,000 in SFY 2023. How many staff members and pay; Applicant responded via email: Language ArtsProvide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.
475-1-013-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$11,475) (Increased due to LTRS and Language Arts training plan change) Professional Development - Benefits	\$ 21,425	\$ -	\$ 9,565	\$ 11,860	\$ -	65	Change Request- Was approved for \$9,565 in SFY 2022 and \$1,910 in SFY 2023
475-1-014-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$\$150) (Increased due to LTRS and Language Arts Training plan change) Profesional Development - Benefits	\$ 280	\$ -	\$ 125	\$ 155	\$ -	65	Change Request-Was approved for \$125 in SFY 2022 and \$25 in SFY 2023
475-1-015-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$1,500,000) (Reduction) Math Implementation K-12th Grade. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assesement scores.	\$ 1,275,000	\$ -	\$ 1,275,000	\$ -	\$ -	65	Change Request- Was approved for \$1,500,000 in SFY 2022. relate to COVID-19; Applicant responded via email: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assesement scores.
475-1-016-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Contracted Professional Development- Training to support implmentation of new Math curriculum.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.Relate to COVID-19; Applicant responded via email: Training to support implmentation of new Math curriculum.

475-1-017-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$500,000) Reduction - Plan to offer training during plan days) Professional Development - Extra Duty - Math. Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide. -Math Adoption – 600 staff at 30 hours (K-12) -□	\$ 155,000	\$ -	\$ 155,000	\$ -	\$ -	65	Change Request-Was approved for \$450,000 in SFY 2022 and \$50,000 in SFY 2023. Relate to COVID-19: Applicant responded via email: Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide. -Math Adoption – 600 staff at 30 hours (K-12)
475-1-018-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$36,410) (Reduction - Plan to offer training during plan days) Professional Development - Benefits - Math	\$ 11,860	\$ -	\$ 11,860	\$ -	\$ -	65	Change Request- Was approved for \$34,500 in SFY 2022 and \$1,910 in SFY 2023
475-1-019-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$475) (Reduction - Plan to offer training during plan days) Professional Development - Benefits - Math	\$ 155	\$ -	\$ 155	\$ -	\$ -	65	Change Request-Was approved for \$450 in SFY 2022 and \$25 in SFY 2023

475-1-020-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11A. Planning and implementing summer learning or enrichment programs	<p>CHANGE REQUEST - (Originally \$250,000) (Reduction - To allow for incentives moved some of summer school costs to ESSER III)</p> <p>Summer School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support.</p> <ul style="list-style-type: none"> -Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. oSecondary - 450 students – Offer choice of 2 sessions for 3 weeks each. oElementary 500 students- Offer choice of 2 sessions for 3 weeks each. o50 teachers estimated to teach each session. 	\$ 175,000	\$ -	\$ 175,000	\$ -	\$ -	65	<p>Change Request- Was approved for \$225,000 in SFY 2022. Program information needed; Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support.</p> <ul style="list-style-type: none"> -Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. oSecondary - 450 students – Offer choice of 2 sessions for 3 weeks each. oElementary 500 students- Offer choice of 2 sessions for 3 weeks each. o50 teachers estimated to teach each session.
475-1-021-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	<p>Transition Programs (k-1st, 5th-6th, 8-9th Grades). The district is experiencing academic gaps in the transitional grades.</p> <p>Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades:</p> <ul style="list-style-type: none"> a. K to 1 - 655 b. 5 to 6 - 519 c. 8 to 9 – 470 <p>This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund).</p>	\$ 78,750	\$ -	\$ 78,750	\$ -	\$ -	65	<p>Approved at 10/12/2021 State Board Meeting. Applicant responded via email: The district is experiencing academic gaps in the transitional grades.</p> <p>Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades:</p> <ul style="list-style-type: none"> a. K to 1 - 655 b. 5 to 6 - 519 c. 8 to 9 – 470 <p>This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund).</p>

475-1-022-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	Saturday School:Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	Change Request- Was approved for \$50,000 in SFY 2022. Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.																								
475-1-023-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	ACT Bootcamps:The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: <table border="0" style="margin-left: 40px;"> <tr> <td>Year</td> <td>JCHS Scores</td> <td>State</td> </tr> <tr> <td>□ 2018</td> <td>20.4</td> <td>□ 21.6</td> </tr> <tr> <td>□ 2019</td> <td>19.9</td> <td>□ 21.1</td> </tr> <tr> <td>□ 2020</td> <td>19.1</td> <td>□ 20.4</td> </tr> </table> District will provide 2 one-week ACT Bootcamps for students. The district will pay the teachers a stipend and purchase materials and supplies. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I funding.	Year	JCHS Scores	State	□ 2018	20.4	□ 21.6	□ 2019	19.9	□ 21.1	□ 2020	19.1	□ 20.4	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting. Applicant responded via email: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: <table border="0" style="margin-left: 40px;"> <tr> <td>Year</td> <td>JCHS Scores</td> <td>State</td> </tr> <tr> <td>□ 2018</td> <td>20.4</td> <td>□ 21.6</td> </tr> <tr> <td>□ 2019</td> <td>19.9</td> <td>□ 21.1</td> </tr> <tr> <td>□ 2020</td> <td>19.1</td> <td>□ 20.4</td> </tr> </table> District will provide 2 one-week ACT Bootcamps for students. The district will pay the teachers a stipend and purchase materials and supplies. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I funding.	Year	JCHS Scores	State	□ 2018	20.4	□ 21.6	□ 2019	19.9	□ 21.1	□ 2020	19.1	□ 20.4
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□ 2020	19.1	□ 20.4																																			

475-1-024-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School Supplies	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting
475-1-025-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Saturday School, Transition Program, ACT Bootcamp Supplies	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting
475-1-026-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST - (Originally \$17,215) (Reduction - Expenses moved to ESSER III) Summer School Extra Duty Benefits	\$ 13,987	\$ -	\$ 13,987	\$ -	\$ -	65	Change Request- Was approved fro \$17,215 in SFY 2022
475-1-027-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST - (Originally \$225) (Reduction - Moved expenses to ESSER III) Summer School Extra Duty Benefits	\$ 175	\$ -	\$ 175	\$ -	\$ -	65	Change Request-Was approved for \$225 in SFY 2022
475-1-028-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Transition, Saturday School, ACT Bootcamp Benefits	\$ 7,650	\$ -	\$ 7,650	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.
475-1-029-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Transition, Saturday School, ACT Bootcamp Benefits	\$ 100	\$ -	\$ 100	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.

475-1-030-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST - (Originally \$175,000) Reduction due to all programs offering tutoring opportunities (i.e 21st Century, Saturday School, etc.) After School Tutoring;Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	65	Change Request- Was approved for \$175,000 in SFY 2022. Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year.
475-1-031-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST - (Originally \$13,385) (Reduction due to additional afterschool programs offering tutoring opportunities)After School Tutoring Extra Duty Benefits	\$ 7,650	\$ -	\$ 7,650	\$ -	\$ -	65	Change Request- Was approved for \$13,385 in SFY 2022.
475-1-032-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST - (Originally \$175) Reduction due to additional afterschool programs offering tutoring opportunities)After School Tutoring Extra Duty Benefits	\$ 100	\$ -	\$ 100	\$ -	\$ -	65	Change Request- Was approved for \$175 in SFY 2022.0
475-1-033-20211214	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Parent Truancy Program Education Supplies	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.

475-1-034-20211214	Eligible	Direct Allocation	Public Information Services	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Parent Engagement Coordinator - Communication Employee .5FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting. Applicant responded via email: Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.
475-1-035-20211214	Eligible	Direct Allocation	Public Information Services	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$2,280) (Reduction of expense due to signed contract) Parent Engagement - Communication Employee .5FTE	\$ 2,310	\$ -	\$ 2,310	\$ -	\$ -	65	Change Request-Was approved for \$2,280 in SFY 2022
475-1-036-20211214	Eligible	Direct Allocation	Public Information Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Parent Engagement - Communication Employee .5FTE	\$ 1,910	\$ -	\$ 1,910	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.
475-1-037-20211214	Eligible	Direct Allocation	Public Information Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Parent Engagement - Communication Employee .5FTE	\$ 25	\$ -	\$ 25	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting.

475-1-038-20211214	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - (Originally \$60,000) Reduction of Budget due to award of KDHE grant)Personal Protective Supplies (Hand Sanitation, Masks, etc)	\$ 20,000	\$ -	\$ 5,000	\$ 15,000	\$ -	65	Change Request- Was approved for \$50,000 in SFY 2022 and \$10,000 in SFY 2023
475-1-039-20211214	Eligible	Direct Allocation	Operation of Buildings	Other Building Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Plasma Ionization Equipment. Cleans air in buildings to support students health during COVID to support keeping students in school.	\$ 390,000	\$ -	\$ 390,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting. The District is proposing to purchase 867 devices (744 for HVAC units up to 2400 cfm and 123 for HVAC units up to 6000 cfm). Total cost of \$345.2K (TCA proposal)
475-1-040-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	10. Providing mental health services and supports	Social Emotional Training. Focus on students entering in person learning.Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting. Applicant responded via email: Focus on students entering in person learning.Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.
475-1-041-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	10. Providing mental health services and supports	Social Emotional Training - Benefits	\$ 4,590	\$ -	\$ 4,590	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting
475-1-042-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	10. Providing mental health services and supports	Social Emotional Training - Benefits	\$ 60	\$ -	\$ 60	\$ -	\$ -	65	Approved at 10/12/2021 State Board Meeting

475-1-043-20211214	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST (Originally \$400,000) Reduction of expense after clearer identification of need and timing of hire) Classroom Aids - Add additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students to reinforce lessons taught during the same class period. Classified Aids will only to work when students are in school (up to 7 hours per day). -District to provide classified aids based on At-Risk population in schools.	\$ 165,000	\$ -	\$ 165,000	\$ -	\$ -	65	Change Request-was approved for \$400,000 in SFY 2022
475-1-044-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST (Originally \$30,600) (Reduction of expense after clearer identification of need and timing if hire) Classified Aids - Benefits	\$ 12,650	\$ -	\$ 12,650	\$ -	\$ -	65	Change Request- Was approved for \$30,600 in SFY 2022
475-1-045-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST (Originally \$400) (Reduction of expense after clearer identification of need and timing of hire) Classified Aids - Benefits	\$ 165	\$ -	\$ 165	\$ -	\$ -	65	Change Request-Was approved for \$400 in SFY 2022
475-1-046-20211214	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$43,000) Reduction of expense as position not filled to date) Parent Engagment Coordinator - 1 FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. The district will utilize a parent survey to determine parent needs.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	Change Request- Was approved for \$43,000 in SFY 2022

475-1-047-20211214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - (Originally \$3,152) (Reduction of expense as position not filled to date) Parent Engagement Coordinator - Benefits	\$ 1,900	\$ -	\$ 1,900	\$ -	\$ -	65	Change Request- Was approved for \$3,152 in SFY 2022
475-1-048-20211214	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST (Originally \$40)Reduction of expense as position not filled to date)Parent Engagement Coordinator - Benefits	\$ 25	\$ -	\$ 25	\$ -	\$ -	65	Change Request- Was approved for \$40 in SFY 2022
475-1-049-20211214	Eligible	Direct Allocation	Other Support Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>NEW ITEM - 2022 Retention Incentive of existing staff that work 95% of the staffs contract. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff.</p> <p>To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year. Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 school year. Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of \$750. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.</p>	\$ 950,000	\$ -	\$ 950,000	\$ -	\$ -	65	New Line Item

475-1-050-20211214	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 2022 Retention Incentive of existing classified staff that work 95% of the staffs contract.(\$1250 per qtr)District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year. Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 school year. Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of \$750. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.	\$ 700,000	\$ -	\$ 700,000	\$ -	\$ -	65	New Line Item
475-1-051-20211214	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM -2022 Retention Incentive of existing staff that work 95% of the staffs contract - Benefits	\$ 126,000	\$ -	\$ 126,000	\$ -	\$ -	65	New Line Item
475-1-052-20211214	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 2022 Retention Incentive of existing staff that work 95% of the staffs contract - Benefits	\$ 1,650	\$ -	\$ 1,650	\$ -	\$ -	65	New Line Item

475-1-053-20211214	Eligible	Direct Allocation	Instruction	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year (Split between ESSER II and ESSER III). Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 school year (ESSER III). Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of \$750 (ESSER II). Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	65	New Line Item; Applicant responded via email: Refer to attachment: Document includes information regarding all the incentive payment types along with the substitute incentive pay. We expect to pay the first payment end of April 2022 or first part of May 2022. The second payment would come out of ESSER III in July or August 2022 if these types of incentives are approved.
475-1-054-20211214	Eligible	Direct Allocation	Other Support Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - New hire certificated employee Incentive signing contract for FY2023. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year. Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 school year. Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of \$750. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	65	New Line Item

475-1-055-20211214	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - New hire certificated employee Incentive signing contract for FY2023 - Benefits.	\$ 5,735	\$ -	\$ 5,735	\$ -	\$ -	65	New Line Item
475-1-056-20211214	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - New hire certificated employee Incentive signing contract for FY2023 - Benefits.	\$ 75	\$ -	\$ 75	\$ -	\$ -	65	New Line Item
475-1-057-20211214	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Parenting Workshop Supplies	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	New Line Item; Applicant responded via email: Section 12 (C) of ESSER Guidance: Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Increased Parental Engagement: Due to COVID fear and restrictions, we have experienced a slide in our parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.

475-1-058-20211214	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Parenting Workshops - Extra Duty	\$ 7,800	\$ -	\$ 7,800	\$ -	\$ -	65	New Line Item; Applicant responded via email: USD475 is providing parent workshops quarterly. Each workshop the district expects to pay around 10 staff plus their speaker plan time for up to 4 hours. The district expects to pay this through FY23 (7 series). I probably should have spread the cost out into FY23 as well. I can change that if you like.
475-1-059-20211214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Parenting Workshops - Benefits	\$ 605	\$ -	\$ 605	\$ -	\$ -	65	New Line Item
475-1-060-20211214	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Parenting Workshops - Benefits	\$ 8	\$ -	\$ 8	\$ -	\$ -	65	New Line Item
475-1-061-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022 - Benefits	\$ 765	\$ -	\$ 765	\$ -	\$ -	65	New Line Item
475-1-062-20211214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022 - Benefits	\$ 10	\$ -	\$ 10	\$ -	\$ -	65	New Line Item

475-1-063-20211214	Eligible	Direct Allocation	Health Services	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM - Additional Nurse Support - Insurance Benefits	\$ 8,405	\$ -	\$ 8,405	\$ -	\$ -	65	<p>New Line Item; Applicant responded via email: (Part of benefits tied to line #4) Once the district officially hired the nursing staff we determined the employees were taking health insurance. The salary and other benefits were already approved the first round of approvals. This is just to true up the estimate.</p> <p>Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.</p>
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Kansas CommonApp (2020)

2409-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kbaylozw

483_Kismet Southwestern Heights Amended ESSER II Plan_1110

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	Kismet-Southwestern Heights USD 483
Applicant / Mailing Address	17222 Mustang Road; Kismet, Ks. 67859
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dan Frisby
Applicant / Email Address of Owner, CEO, or Executive Director	dfrisby@usd483.net
Applicant / Phone Number	620-563-7102 x-4101

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)	480726224
Applicant / Website Address (if applicable)	usd483.net
Fiscal Agent / Name (if applicable)	Melinda Justice

Application details

Full District Name		Kismet-Plains Southwestern Heights
District Number		483
Mailing Address Street Address		17222 Mustang Road
Mailing City		Kismet
Mailing Address Zip Code		67859
Authorized Representative of the District Name		Dan Frisby
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		dfrisby@usd483.net
Authorized Representative of the District Phone Number		+16205637102
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 board of education has chosen not to move forward with the potential 403b plan. Therefore, we have amended our ESSER II plan to use the funds set aside for the 403b, 17% of the total amount, to be used as premium pay for the staff for extra duties and time that were required as a result of 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.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| This was addressed in the original plan.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| Addressed in the original plan.

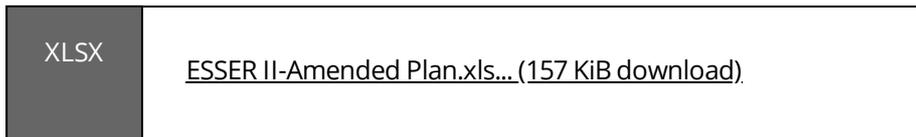
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will

be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dan Frisby

Date | 11/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
483	Kismet-Plains	11/8/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
483-1-001-20211214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase student Chromebooks, interactive digital panels for classrooms and purchase SEL Fastbridge program as well as Acellus program for the JH/HS students.	\$ 186,500	\$ 186,500	\$ -	\$ -	\$ -	12270	Approved at 6/9/2021 State Board Meeting. Bow many devices to be purchased; Applicant responded via email (5/19/21): Part of the amount requested would purchase 135 Chromebooks and 27 ClearTouch interactive panels.
483-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Hire district social worker with counseling responsibilities	\$ 142,000	\$ -	\$ 71,000	\$ 71,000	\$ -	12050	Approved at 6/9/2021 State Board Meeting. Information as it relates to COVID-19; Applicant responded via email: During this year we have seen a significant increase in social emotional issues in our students. This position would allow us to better serve our students, staff and families regarding mental health issues/concerns/counseling, as well as find proper community resources as needed. We have seen an increase in the number of families in need in many areas.
483-1-003-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Recruitment and retention - premium pay for extra duties required during the pandemic.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	70500	Change Request-Was approved for \$45,000 in SFY 2022 and 2023. Relate to COVID-19; Applicant responded via email: There is a significant shortage of teachers in our state. Many have left the profession as a result of the stresses that have occurred during the pandemic. This plan would allow us to better recruit and retain teachers. It is a known fact that teachers tend to gravitate toward and stay in districts where they are better supported emotionally and financially. We want to hire for longevity. This plan would allow us to better do that.

483-1-004-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Pay teachers to provide academic support for students	\$ 12,500	\$ 12,500	\$ -	\$ -	\$ -	12000	Approved at 6/9/2021 State Board Meeting. Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.
483-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay for full time substitute teachers	\$ 148,000	\$ 73,000	\$ 75,000	\$ -	\$ -	12050	Approved at 6/9/2021 State Board Meeting. Provide additional information how it relates to COVID-19; Applicant responded via email: When the pandemic began, we saw our district sub teacher pool drop from 12 to 2. We anticipated that there would be potential issues regarding teachers (positive or quarantines) and that we may not be able to cover it all. We hired three full time district subs. This allowed us to help cover teachers and to remain in person. I am convinced that we were able to remain in person all year because of our full time subs.
483-1-006-20211214	Eligible	Direct Allocation	Support Services (Students)	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase and install water bottle filling stations in schools	\$ 10,038	\$ 10,038	\$ -	\$ -	\$ -	22300	Approved at 6/9/2021 State Board Meeting. <ul style="list-style-type: none"> This is a capital improvement and requires the necessary paperwork.

Kansas CommonApp (2020)

2354-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XvRkwedX

489 Hays ESSER II Change Request 2 102921

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 489 Hays

Applicant / Mailing Address

| 323 West 12th, Hays KS 67601

Applicant / First and Last Name of Owner, CEO, or Executive Director | Chris Hipp

Applicant / Email Address of Owner, CEO, or Executive Director | chipp@usd489.com

Applicant / Phone Number | 785.623.2400

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 | Hays

District Number | 489

Mailing Address Street Address		323 West 12th
Mailing City		Hays
Mailing Address Zip Code		67601
Authorized Representative of the District Name		Chris Hipp
Authorized Representative of the District Position or Title		Assistant Superintendent
Authorized Representative of the District Email Address		chipp@usd489.com
Authorized Representative of the District Phone Number		+17856232400
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		rwilson@usd489.com
Other District Representative 2 Email Address		sdinkel@usd489.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| Updated Change Request for ESSER 2

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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.

| Updated ESSER II application with updated estimated costs.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

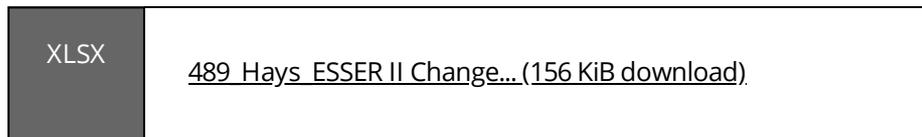
| Student progress monitoring

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Chris Hipp

Date | 10/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
489	Hays	11/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
489-1-001-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	staff FFCRA leave, substitutes for FFCRA leave and COVID response staff salaries and reimburse the district for staff premium pay for additional hours worked due to COVID.	\$ 408,844	\$ 408,844	\$ -	\$ -	\$ -	1-07-00-1000-110-00-000	New Line Item
489-1-002-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	instrucional supplies to address learning loss and prepare for summer school	\$ 1,118	\$ 1,118	\$ -	\$ -	\$ -	1-07-00-1000-610-13-001	New Line Item
489-1-003-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	instrucional supplies to address learning loss and prepare for summer school	\$ 2,153	\$ 2,153	\$ -	\$ -	\$ -	1-07-00-1000-610-13-000	New Line Item
489-1-004-20211214	Eligible	Direct Allocation	Instruction	Equipment	11A. Planning and implementing summer learning or enrichment programs	Text books and intervention materials for summer school and classroom reading intervention	\$ 28,255	\$ 28,255	\$ -	\$ -	\$ -	1-07-00-1000-730-13-001	New Line Item
489-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Reduced to 1 KG Teachers due to lower number of KG students, removed fy 23 budget and will apply for ESSER 3	\$ 110,754	\$ -	\$ 110,754	\$ -	\$ -	07 E 1000 110 0700 701	Change Request. Previously approved for \$55,000 for both SFY 2022 and 2023

489-1-006-20211214	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 19	\$ -	\$ 19	\$ -	\$ -	07 E 1000 214 0700 701	New Line Item
489-1-007-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 6,861	\$ -	\$ 6,861	\$ -	\$ -	07 E 1000 220 0700 701	New Line Item
489-1-008-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 1,605	\$ -	\$ 1,605	\$ -	\$ -	07 E 1000 222 0700 701	New Line Item
489-1-009-20211214	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 104	\$ -	\$ 104	\$ -	\$ -	07 E 1000 270 0700 701	New Line Item
489-1-010-20211214	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 9,425	\$ -	\$ 9,425	\$ -	\$ -	07 E 1000 280 0700 701	New Line Item
489-1-011-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer)	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss	\$ 17,974	\$ -	\$ 17,974	\$ -	\$ -	07 E 1000 610 0000 701	Change Request. Previously approved for \$10,000 SFY 2022
489-1-012-20211214	Eligible	Direct Allocation	Instruction	Books and Periodicals	3. Providing principals and other school leaders with resources to address individual school needs	Purchased elementary classroom books to increase classroom libraries to address literacy needs for all students including sped and ell. Moved FY23 budget to ESSER 3	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	07 E 1000 640 0200 701	Change Request. Previously approved for \$20,750 SFY 2021, \$7,000 SFY 2022 and \$7,000 SFY 2023

489-1-013-20211214	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Canvas and SeeSaw learning management softwares to connect home and school. CHANGE - updated to actual cost and moved FY23 to ESSER 3	\$ 28,136	\$ -	\$ 28,136	\$ -	\$ -	07 E 1000 653 0100 701	Change Request. Previously approved for \$23,400 SFY 2022 and \$24,102 SFY 2023
489-1-014-20211214	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Reduced due to low cost for FY22 for Educlimber, Zello, Lexia and FastBridge to support learning loss through MTSS targeted intervention, removed fy 23 budget and will apply for ESSER 3	\$ 53,491	\$ -	\$ 53,491	\$ -	\$ -	07 E 1000 653 0200 701	Change Request. Previously approved for \$58,400 SFY 2022 and \$59,568 SFY 2023
489-1-015-20211214	Eligible	Direct Allocation	Instruction	Equipment	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss	\$ 2,069	\$ -	\$ 2,069	\$ -	\$ -	07 E 1000 730 0000 701	New Line Item
489-1-016-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	seven 1st grade classroom aides to support academic and sel learning loss in earlychildhood students resulting from pandemic. CHANGE - reduced total cost because we have been unable to fill all positions. Removed FY23 budget and will apply for ESSER 3	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	07 E 1001 120 0700 701	Change Request. Previously approved for \$77,000 SFY 2022 and \$80,000 SFY 2023
489-1-017-20211214	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 37	\$ -	\$ 37	\$ -	\$ -	07 E 1001 214 0700 701	New Line Item
489-1-018-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 1,799	\$ -	\$ 1,799	\$ -	\$ -	07 E 1001 220 0700 701	New Line Item
489-1-019-20211214	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 421	\$ -	\$ 421	\$ -	\$ -	07 E 1001 222 0700 701	New Line Item

489-1-020-20211214	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 27	\$ -	\$ 27	\$ -	\$ -	07 E 1001 270 0700 701	New Line Item
489-1-021-20211214	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 4,514	\$ -	\$ 4,514	\$ -	\$ -	07 E 1001 280 0700 701	New Line Item
489-1-022-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Original Request - June 2021 and June 2022 Summer School Teachers - 25 Elem, 7 Middle School, 5 High School Teachers. CHANGE - Increased \$9856 to account for higher than expected cost of Summer School Staff.	\$ 51,262	\$ -	\$ 51,262	\$ -	\$ -	07 E 1006 110 0700 701	New Line Item
489-1-023-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 3,178	\$ -	\$ 3,178	\$ -	\$ -	07 E 1006 220 0700 701	Change Request. Previously approved for \$3,074 SFY 2022 and 2023
489-1-024-20211214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 743	\$ -	\$ 743	\$ -	\$ -	07 E 1006 222 0700 701	Change Request. Previously approved for \$1,230 SFY 2022 and 2023
489-1-025-20211214	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 51	\$ -	\$ 51	\$ -	\$ -	07 E 1006 270 0700 701	Change Request. Previously approved for \$719 SFY 2022 and 2023
489-1-026-20211214	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 36	\$ -	\$ 36	\$ -	\$ -	07 E 1006 293 0700 701	Change Request. Previously approved for \$49 SFY 2022 and \$50 SFY 2023
489-1-027-20211214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07 E 1006 610 0277 701	Approved at 6/9/2021 State Board Meeting

489-1-028-20211214	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	updated with actual est and moved fy23 to E3. Added an additional school nurse to provide nursing services associated with the Covid 19 pandemic	\$ 42,807	\$ -	\$ 42,807	\$ -	\$ -	07 E 2134 110 0700 701	New Line Item
489-1-029-20211214	Eligible	Direct Allocation	Nursing Services	Life Insurance	2. Coordination of COVID-19 preparedness and response efforts	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 9	\$ -	\$ 9	\$ -	\$ -	07 E 2134 214 0700 701	New Line Item
489-1-030-20211214	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 1,998	\$ -	\$ 1,998	\$ -	\$ -	07 E 2134 220 0700 701	New Line Item
489-1-031-20211214	Eligible	Direct Allocation	Nursing Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 467	\$ -	\$ 467	\$ -	\$ -	07 E 2134 222 0700 701	New Line Item
489-1-032-20211214	Eligible	Direct Allocation	Nursing Services	Worker's Compensation	2. Coordination of COVID-19 preparedness and response efforts	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 30	\$ -	\$ 30	\$ -	\$ -	07 E 2134 270 0700 701	New Line Item
489-1-033-20211214	Eligible	Direct Allocation	Nursing Services	Health Benefits	2. Coordination of COVID-19 preparedness and response efforts	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 13,840	\$ -	\$ 13,840	\$ -	\$ -	07 E 2134 280 0700 701	New Line Item
489-1-034-20211214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE - Reduced \$13,000 due to lower than expected employment cost of 1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication	\$ 36,250	\$ -	\$ 36,250	\$ -	\$ -	07 E 2200 110 0700 701	New Line Item
489-1-035-20211214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 2	\$ 2,238	\$ -	\$ 2,238	\$ -	\$ -	07 E 2200 220 0700 701	New Line Item

489-1-036-20211214	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 523	\$ -	\$ 523	\$ -	\$ -	07 E 2200 222 0700 701	New Line Item
489-1-037-20211214	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 34	\$ -	\$ 34	\$ -	\$ -	07 E 2200 270 0700 701	New Line Item
489-1-038-20211214	Eligible	Direct Allocation	Support Services - Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 435	\$ -	\$ 435	\$ -	\$ -	07 E 2200 280 0700 701	New Line Item
489-1-039-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - added expense code for Summer School Staff employment cost	\$ 36	\$ -	\$ 36	\$ -	\$ -	07 E 2210 110 0700 701	New line Item
489-1-040-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Increased \$13,000 due to higher than anticipated employment cost of MTSS coach.	\$ 58,348	\$ -	\$ 58,348	\$ -	\$ -	07 E 2211 110 0700 701	Change Request. Previously approved for \$72,150 both SFY 2022 and 2023
489-1-041-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 19	\$ -	\$ 19	\$ -	\$ -	07 E 2211 214 0700 701	New Line Item
489-1-042-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 3,583	\$ -	\$ 3,583	\$ -	\$ -	07 E 2211 220 0700 701	New Line Item

489-1-043-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 838	\$ -	\$ 838	\$ -	\$ -	07 E 2211 222 0700 701	New Line Item
489-1-044-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 53	\$ -	\$ 53	\$ -	\$ -	07 E 2211 270 0700 701	New Line Item
489-1-045-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 9,095	\$ -	\$ 9,095	\$ -	\$ -	07 E 2211 280 0700 701	New Line Item
489-1-046-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 1,008	\$ -	\$ 1,008	\$ -	\$ -	07 E 2211 291 0700 701	New Line Item
489-1-047-20211214	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3	\$ 1,113	\$ -	\$ 1,113	\$ -	\$ -	07 E 2211 292 0700 701	New Line Item
489-1-048-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss	\$ 35,864	\$ -	\$ 35,864	\$ -	\$ -	07 E 2213 610 0000 701	New Line Item

489-1-049-20211214	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE - Increased \$430,000 due to higher than expected cost to replace fixed windows with operating windows.	\$ 653,489	\$ -	\$ 653,489	\$ -	\$ -	07 E 4700 450 0000 701	Approved at 6/9/2021 State Board Meeting
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Kansas CommonApp (2020)

2332-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DyLBLAPM

500_Kansas City Kansas_ESSER II Plan_1019

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	Kansas City, Kansas Public Schools
Applicant / Mailing Address	2010 N 59th Street Kansas City, KS 66104
Applicant / First and Last Name of Owner, CEO, or Executive Director	Tracy Kaiser
Applicant / Email Address of Owner, CEO, or Executive Director	tracy.kaiser@kckps.org
Applicant / Phone Number	913-279-2254

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	Kansas City Kansas
District Number	500

Mailing Address Street Address	2010 N 59th Street
Mailing City	Kansas City
Mailing Address Zip Code	66104
Authorized Representative of the District Name	Tracy Kaiser
Authorized Representative of the District Position or Title	Executive Director of Business Operations
Authorized Representative of the District Email Address	tracy.kaiser@kckps.org
Authorized Representative of the District Phone Number	+19132792254
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 diverse make-up of Kansas City, Kansas School district as a whole, lends itself to the disproportionate impact of COVID19. Specific data for our district shows that: there are a little over 4,000 students identified with disabilities; over 9,000 English Learners; approximately 3% of the population that qualifies under McKinley-Vento; and the free and reduced lunch rate is 77%.

The Board of Education made the decision to have students remain in remote learning for a majority of the 2020/2021 school year due to positive COVID percentage rate for Wyandotte county, which was at 28% for a majority of the school year. Students with the highest educational needs were brought back to in-person learning in early January, with the majority of students returning on March 31st. The education impact of being in remote learning for over a year with our high needs diverse population will be shown when the Kansas Assessment data becomes available.

The socio-emotional needs of our students is also of great concern. Over the past year, the district has lost an increased number of students to gun violence, drug related issues, and suicide. The referral rate to our building based social workers has increased 50% over the past school year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district consulted a variety of stakeholders on the best usage of the funds. The largest percentage, 71%, of the funds will be spent on instructional-related needs due to the pandemic. Core instruction for our students is essential, in order to meet the needs of our students, updated resources must be in their hands to address learning loss. Summer school, before-, during- and after- school tutoring has also been established as a priority for our students; as well as resources for intervention. We are also addressing the needs of our diverse population by providing additional professional development to teaching staff. 3% of the funds are allocated to address the socio-emotional needs of our students. Resources will be purchased to utilize within the school day. We are also providing support through our summer program with additional social workers, and looking at establishing a district care clinic after hours for our students. In order to address the needs of facilities, as well as health related issues, 12% of the funds have been set aside. By upgrading air filtration, water filtration, and daily sanitization, our facility needs can be met. We are in need of hiring additional health service providers to meet the increased demand placed on our building-based health service staff.

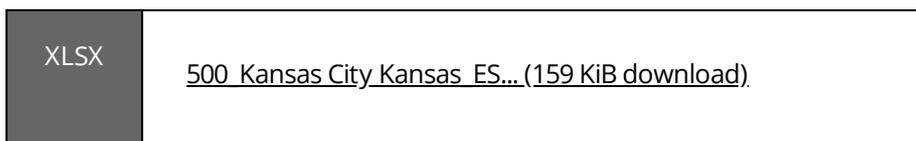
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will monitor a variety of data points to determine the impact of the expenditures on our students. Academic, both formative and summative data, will be examined to determine the impact of the instructional expenditures. Attendance, discipline, and referral data will be examined to determine the impact of our expenditures related to socioemotional 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | racy Kaiser

Date | 10/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District No.	Data as of
500	Kansas City	11/29/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
500-1-001-20211214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Curriculum targeted toward areas in which students have fallen behind. To ensure we have the necessary materials to close student learning gaps due to COVID19, we will need to purchase necessary curriculum resources that align to the KSCCRS. One specific example is, due to COVID-19, our students in K-3 have sustained learning loss in literacy skills. Therefore, we need to ensure that we provide our K-3 teachers and students with the necessary instructional materials that align to the KSCCRS, Structure Literacy, and Science of Reading (KSDE Dyslexia Requirements).	\$ 7,379,002	\$ 3,879,002	\$3,500,000	\$ -	\$ -	07-31-001-1000-8039-56440	Change Request- Was approved for \$3,884,241 in SFY 2021 and \$3,500,000 in SFY 2022
500-1-002-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The learning loss due to COVID will be addressed with a summer school program. Summer school salaries. There were 10,000 students eligible to attend summer school, currently there are 5,000 enrolled and set to begin. There will be: 6 summer school coordinators; 18 site administrators; and approximately 375 teachers; as well as instructional support staff and other school support staff.	\$ 3,992,090	\$ 1,867,090	\$2,125,000	\$ -	\$ -	07-40-001-1800-8039-51200	Change Request- Was approved for \$2,300,000 in SFY 2021 and \$3,000,000 in SFY 2022
500-1-003-20211214	Eligible	Direct Allocation	Student Transportation	Other Sources of Transportation Services (Including mileage paid in Lieu of Transportation)	11A. Planning and implementing summer learning or enrichment programs	Summer school student transportation. Increases the opportunity for students to attend summer school. 75% of our summer school students need transportation. Transportation is essential for our students to attend summer school to deal with the learning loss due to COVID.	\$ 275,935	\$ 125,935	\$ 150,000	\$ -	\$ -	07-25-600-1800-8039-55190	Change Request- Was approved for \$80,000 in SFY 2021 and \$80,000 in SFY 2022

500-1-004-20211214	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	11B. Planning and implementing supplemental after-school programs	Community partnerships for academic tutoring. These funds would be used to coordinate with community partners to provide additional tutoring for students. Could impact 75% of our students.	\$ 660,000	\$ -	\$ 660,000	\$ -	\$ -	07-40-001-1000-8039-51520	Change Request- Was approved for \$560,000 in SFY 2021 and 2022
500-1-005-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reading intervention teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher.	\$ 1,731,000	\$ 577,000	\$ 577,000	\$ 577,000	\$ -	07-40-001-1000-8039-51200	Change Request-Was approved for \$577,000 in SFY 2021 and 2022.
500-1-006-20211214	Eligible	Direct Allocation	Planning, Research, Development, and Evaluation Services	Other Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	WorkKeys tutor assessment. Paraprofessionals providing instructional support in programs supported with federal funds must meet the following requirements: 1)Have a high school diploma or a GED certificate and, 2) Complete 48 hours at an institution of higher education* OR 3) Obtain an associate's (or higher) degree OR 4) Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness). We currently have a large number of para/instructional support positions vacant due to COVID and a large candidate pool without the required credentials. Many SPED and ECH classrooms require an instructional support staff member in order to meet IEP or federal programming (Head Start) guidelines. All schools and students will be impacted by this project. Students and teachers benefit by having an additional layer of instructional support in the classroom, supported by a highly qualified staff member. If we are unable to fill current vacancies, we will be out of compliance in some of our federally funded classrooms. If we are out of compliance, we will run the risk of losing these federal funds. Loss of funds will result in eliminating these classrooms, reduction in staff, and loss of learning opportunities for students.	\$ 7,200	\$ 3,600	\$ 3,600	\$ -	\$ -	07-32-001-2540-8039-53520	Approved at 7-13-2021 State Board Meeting.

500-1-007-20211214	Eligible	Direct Allocation	Student Transportation	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)	12. Addressing learning loss among students, including vulnerable populations	In order to further support our students' learning loss due to COVID, tutoring will be provided. Student transportation for before/after school tutoring includes bus drivers/bus aides salaries and fuel. Increases the opportunity for students to attend tutoring. 50% of our students would benefit.	\$ 90,000	\$ 45,000	\$ 45,000	\$ -	\$ -	07-25-600-2700-8039-55190	Approved at 7-13-2021 State Board Meeting.
500-1-008-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to address the learning loss of students who were in PreK when schools shut down due to COVID, as well as students who were not able to attend PreK due to COVID, we will offer a Kindergarten Jump Start. Kindergarten jump start teacher salaries. This will cover the cost of 28 teachers and 28 instructional aides. This will take place over one week. The cost of supplies and transportation is also included.	\$ 190,000	\$ -	\$ 95,000	\$ 95,000	\$ -	07-40-001-1000-8039-51200	Change Request was approved for \$95,000 in SFY 2021 and \$95,000 in SFY 2022
500-1-009-20211214	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Intervention software - KSDE approved evidenced-based intervention software will be identified by the C&I department that can be purchased to help fill in gaps in reading and math caused by COVID-19 as well. Buildings will have an opportunity to select from those software programs. To ensure fidelity of use and analysis of data, monthly check-in meetings will occur with IIOs to determine if the program is having an impact on student achievement. AVID - Avid is AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society, virtual school. We will pilot in one high school, two feeder middle schools, and two feeder elementary schools. Virtual School - The District will partner with Greenbush to afford the opportunity for students to participate in virtual school. The cost per student will be \$3,500.	\$ 4,090,000	\$ 2,445,000	\$1,445,000	\$ 200,000	\$ -	07-31-001-1000-8039-56530	Change Request- Was approved for \$2,345,000 in SFY 2021 and \$1,345,000 in SFY 2022

500-1-010-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Professional development (SIOP, ECC/DRDP Training). SIOP professional learning series enables teachers, in all content areas, to gain knowledge of best instructional practices to support English Learners. ECC/DRDP Training on how to deliver the early childhood assessment	\$ 1,002,488	\$ 519,488	\$ 483,000	\$ -	\$ -	07-31-001-2213: 8039-53210	Approved at 7-13-2021 State Board Meeting.
500-1-011-20211214	Eligible	Direct Allocation	Instructional Staff	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	07-40-001-1000: 8039-51200	Change Request- Was approved for \$50,000 in SFY 2021 and SFY 2022
500-1-012-20211214	Eligible	Direct Allocation	Administrative Technology Services	Rental of Equipment and Vehicles	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our students were in remote learning for a majority of the 2020/2021 school year due to COVID. As the need for the use of technology grows, we need to increase bandwidth for the district. This will benefit 22,000 students and all of our staff.	\$ 119,900	\$ 109,900	\$ 10,000	\$ -	\$ -	07-26-001-2580: 8039-54420	Approved at 7-13-2021 State Board Meeting.

500-1-013-202112 14	Eligible	Direct Allocation	Safety	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	In order to mitigate due to COVID, we are purchasing Air filtration systems in 40 schools. Anticipate 2,300 units to include classrooms and office areas.	\$ 1,238,000	\$ 1,238,000	\$ -	\$ -	\$ -	07-24-005-2623-8039-57300	Approved at 7-13-2021 State Board Meeting.
500-1-014-202112 14	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Due to COVID, there became an increased to communicate with our diverse populations over health related issues, such as contact tracing. We will purchase a translation software program. This cost would cover the entire school district and provides the opportunity to send messages in over 100 languages to stakeholders in our school community.	\$ 135,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ -	07-80-001-1000-8039-56530	Change Request- Was approved for \$45,000 in SFY 2021 and SFY 2022
500-1-015-202112 14	Eligible	Direct Allocation	Safety	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To mitigate the spread of COVID, there will be a continued need to provide PPE for students and staff.	\$ 23,000	\$ 10,000	\$ 8,000	\$ 5,000	\$ -	07-20-001-2670-8039-56100	Change Request-Was approved for \$10,000 in SFY 2021 and \$8,000 in SFY 2022
500-1-016-202112 14	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Water bottle fillers (40 schools with 2 per building), disinfecting system (Danolyte Generator Hypochlorous System creates internal cost savings by creating our own cleaning solution instead of purchasing from vendors) to mitigate the spread of COVID-19.	\$ 305,000	\$ 305,000	\$ -	\$ -	\$ -	07-24-005-2670-8039-57300	Approved at 7-13-2021 State Board Meeting.
500-1-017-202112 14	Eligible	Direct Allocation	Administrative Technology Services	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple TV system, laptops for classified staff. The upgrading of technology, Apple TVs, in our schools will allow all teachers to have up to date technology for instruction. Our instructional aides will also be able to increase their capacity to support students by having the same technology as teachers and students.	\$ 546,000	\$ 345,000	\$ 201,000	\$ -	\$ -	07-26-001-2580-8039-56500	Approved at 7-13-2021 State Board Meeting.
500-1-018-202112 14	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	In order to support our students who have socio-emotional needs as a result of COVID, we will have Social workers for summer school. Each summer school site will have a social worker on staff to support the socio-emotional needs of our students. Social workers will work 5.5 hours a day for four weeks, June 3-July 1st.	\$ 40,000	\$ 20,000	\$ 20,000	\$ -	\$ -	07-51-001-1800-8039-51670	Approved at 7-13-2021 State Board Meeting.

500-1-019-20211214	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	There has been an increase in our students behavioral/socio-emotional needs as a result of COVID. We will provide a professional development (trauma informed summer series, SEL resources, crisis team training). The proposed solution is to sustain the Trauma Sensitive and Resilient Schools Initiative that aligns and supports the Behavioral Health, Equity and Inclusion and Social Emotional Learning. This will include extra duty for staff for the Trauma Sensitive Summer Series, resources and mileage for Social Workers to support home visits, mental health services for school based therapists and an after school care clinic and to bridget the work of the Behavioral Health Coordinator. This proposal will impact students, families and staff. This work aligns with the KSDE SECD standards, the District's MTSS initiative, KESA and the Disrict's Strategic Initiative Plan. The SEL resources provide rich, robust and evidence based resources that will develop Tier I supports. Tier supports will be cemented in evidence-based SEL practices with teachers, counselors and social workers that align with MTSS, KESA priorities and student achievement.	\$ 326,612	\$ 225,806	\$ 100,806	\$ -	\$ -	07-51-001-2213-8039-53210	Approved at 7-13-2021 State Board Meeting.
500-1-020-20211214	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	To further support students who are experiencing increased socio-emotional needs as a result of COVID, we will purchase the Edgenuity SEL component. Socio-emotional needs often manifests itself with behavior issues. This software will allow students who are in an altenative to suspension setting the ability to engage in socio-emotional skills. This will be provided to the middle and high school campuses.	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	07-31-001-1000-8039-56530	Approved at 7-13-2021 State Board Meeting.
500-1-021-20211214	Eligible	Direct Allocation	Student Accounting Services	Regular Certified Salaries	10. Providing mental health services and supports	There has been an increased need for support in our system around the socio-emotional needs of students due to the trauma of COVID. There will be a Coordinator for trauma informed care and services to oversee all trauma informed care initiatives for the District.	\$ 156,000	\$ 78,000	\$ 78,000	\$ -	\$ -	07-51-001-2114-8039-51690	Approved at 7-13-2021 State Board Meeting.

500-1-022-20211214	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	Establish a District Care Clinic that will provide mental health services due to COVID. This will include Behavioral Health Social Workers providing direct services and 3 to 4 session at no cost to the student/family. The cost is estimated to be about 40,000 for 12 Social Workers to work 5 hours a week during the school year (186 days). Additional nursing staff: 1 Spanish interpreter, 3 Health Data Specialists to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs to support recommended student:nurse ratios at high acuity/high enrollment schools, 4 Health Room Aides to support at lower acuity/high enrollment schools. Consider adding health office staff, such as a Health Office Assistant to the School Nurse	\$ 1,000,912	\$ 480,456	\$ 520,456	\$ -	\$ -	07-33-001-2130-8039-51420	Change Request-Was approved for \$520,456 in SFY 2021 and SFY 2022
500-1-023-20211214	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The Director of health services. This individual will oversee all health related services for the District. Duties of the current health services coordinator are too extensive due to COVID-19.	\$ 224,000	\$ 112,000	\$ 112,000	\$ -	\$ -	07-33-001-2130-8039-51610	Approved at 7-13-2021 State Board Meeting.
500-1-024-20211214	Eligible	Direct Allocation	Health Services	Software	5. Procedures and systems to improve LEA preparedness and response efforts	Health services software for COVID contact tracing will impact all staff and students.	\$ 141,658	\$ 70,829	\$ 70,829	\$ -	\$ -	07-33-001-2130-8039-56530	Approved at 7-13-2021 State Board Meeting.
500-1-025-20211214	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Director of MTSS for coordination of learning loss due to Covid as well as extended learning opportunities outside of the school day and summer school	\$ 250,000	\$ 125,000	\$ 125,000	\$ -	\$ -	07-31-001-2210-8039-51610	Approved at 7-13-2021 State Board Meeting.

500-1-026-20211214	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Provide for excess costs associated with nutritional services. The district was able to serve 3,000 students during remote learning due to Covid through meal pick up locations and on-site delivery. Maintaining nutritional service staff employment was imperative through the pandemic for community support and the availability to feed children.	\$ 2,484,045	\$ -	\$2,484,045	\$ -	\$ -	07-23-700-3120-8039-51730	Change Request- Was approved for \$3,620,000 in SFY 2021
500-1-027-20211214	Eligible	Direct Allocation	Student Accounting Services	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	As a result of COVID, our elementary students need a structured program alternative to tutoring before and after school. Expanding Kidzone before/after school programs. Cost of the entire operation for 2 Sites 120 students AM/PM 40 a week = 172,800: Tuition Staff 12: \$16.00 an hr: 20,000 for salaries Transportation: 10,800 Nutritional Services: 5500 Enrichment Contracts(BoyScouts, 4H, Martial Arts and Girl Scouts): 30,000 Second Step: 25,000 KidZone allow students to arrive early and stay after hours in a structured setting.	\$ 304,100	\$ -	\$ 304,100	\$ -	\$ -	07-51-001-2114-8039-51540	Change Request- Was approved for \$304,100 in SFY 2021 and \$264,100 in SFY 2022
500-1-028-20211214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payment to classified staff. As a result of COVID, we have lost many staff members. This retention payment would help to assist in staff retention. It would impact approximately 2,200 staff members.	\$ 1,110,000	\$ -	\$1,110,000	\$ -	\$ -	07-20-001-1000-8039-51540	New Line Item; Applicant responded via email: Retention payment of \$500 for 2,200 employees. Anticipated pay date 12/15/21.

500-1-029-20211214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The JAG-K program provides support for students to graduate. Due to the learning loss experienced due to COVID, additional teachers could expand the JAG-K program to reach more students.	\$ 900,000	\$ -	\$ 900,000	\$ -	\$ -	07-40-001-1000-8039-51200	New Line Item
500-1-030-20211214	Eligible	Direct Allocation	Monitoring Services	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Bus camera system for contact tracing. When a student is tests positive for COVID, we need to know what other students were in close proximity to that student for contact tracing.	\$ 186,835	\$ 186,835	\$ -	\$ -	\$ -	07-25-600-2720-8039-57300	New Line Item; applicant responded via email: The camera system is used for contact tracing on our buses. 200 systems at \$934.17 each. Includes installation and shipping.
500-1-031-20211214	Eligible	Direct Allocation	Operation of Buildings	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace HVAC units to improve air quality for students and staff. Includes 53 HVAC units in 7 schools, 25 electric RTU's district wide, 35 boilers in 5 schools, 4 chillers in 2 schools, and 2 pneumatic controls in 2 schools.	\$ 7,700,000	\$ -	\$7,700,000	\$ -	\$ -	07-24-005-2610-8039-54300	New Line Item; Applicant responded via email: Systems will improve air quality by filtering viral particles out of the air. Additional information from the applicant via email: Replace heating, cooling, ventilation and HVAC components to improve air quality for students and staff and filter viral particles out of the air. Includes 75 Roof Top Units &/or air handlers, 35 boilers, 4 chillers at 23 locations, and replacement of antiquated pneumatic controls at 2 schools. The new units will be engineered with appropriate static to accommodate MERV 13 filters at a minimum. As per CDC: When indoors, ventilation mitigation strategies can help reduce viral particle concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentrations and reduce the overall viral dose to occupants. Allowable if CDC guidelines are met. Capital Improvement documentation required