## DISTRICT PROFILES

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)</th>
<th>Total Public School Students</th>
<th># FRPL students</th>
<th>% Students Approved for Free- or Reduced-Price Lunch¹</th>
<th>Total Direct and True Up Allocation</th>
<th>% Requested of Total Allocation</th>
<th>Total Requested</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>103</td>
<td>Cheylin</td>
<td>144</td>
<td>145.00</td>
<td>84.00</td>
<td>58%</td>
<td>$162,758</td>
<td>100%</td>
<td>$162,758</td>
<td>100%</td>
<td>$1,130</td>
</tr>
<tr>
<td>2</td>
<td>106</td>
<td>Western Plains</td>
<td>106</td>
<td>108.00</td>
<td>68.00</td>
<td>63%</td>
<td>$106,989</td>
<td>100%</td>
<td>$106,989</td>
<td>100%</td>
<td>$1,009</td>
</tr>
<tr>
<td>3</td>
<td>226</td>
<td>Meade</td>
<td>336</td>
<td>343.00</td>
<td>156.00</td>
<td>46%</td>
<td>$195,073</td>
<td>100%</td>
<td>$195,073</td>
<td>100%</td>
<td>$581</td>
</tr>
<tr>
<td>4</td>
<td>231</td>
<td>Gardner Edgerton</td>
<td>5,687</td>
<td>5,746.00</td>
<td>1,795.00</td>
<td>31%</td>
<td>$1,705,280</td>
<td>100%</td>
<td>$1,705,280</td>
<td>100%</td>
<td>$300</td>
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<tr>
<td>5</td>
<td>264</td>
<td>Clearwater</td>
<td>1,090</td>
<td>1,106.00</td>
<td>320.00</td>
<td>29%</td>
<td>$428,843</td>
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<td>$428,843</td>
<td>100%</td>
<td>$393</td>
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<tr>
<td>6</td>
<td>265</td>
<td>Goddard</td>
<td>5,856</td>
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<td>1,372.00</td>
<td>22%</td>
<td>$1,755,749</td>
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<td>$1,755,749</td>
<td>100%</td>
<td>$300</td>
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<tr>
<td>7</td>
<td>321</td>
<td>Kaw Valley</td>
<td>1,039</td>
<td>1,063.00</td>
<td>367.00</td>
<td>35%</td>
<td>$580,768</td>
<td>100%</td>
<td>$580,768</td>
<td>100%</td>
<td>$559</td>
</tr>
<tr>
<td>8</td>
<td>378</td>
<td>Riley County</td>
<td>646</td>
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<td>184.00</td>
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<td>100%</td>
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<td>100%</td>
<td>$402</td>
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<tr>
<td>9</td>
<td>436</td>
<td>Caney Valley</td>
<td>725</td>
<td>739.00</td>
<td>316.00</td>
<td>43%</td>
<td>$557,599</td>
<td>100%</td>
<td>$557,599</td>
<td>100%</td>
<td>$765</td>
</tr>
<tr>
<td>10</td>
<td>461</td>
<td>Neodesha</td>
<td>690</td>
<td>708.00</td>
<td>422.00</td>
<td>60%</td>
<td>$598,392</td>
<td>100%</td>
<td>$598,392</td>
<td>100%</td>
<td>$868</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>16,318</strong></td>
<td><strong>16,783</strong></td>
<td><strong>5,084</strong></td>
<td><strong>30%</strong></td>
<td><strong>$6,351,445</strong></td>
<td><strong>100%</strong></td>
<td><strong>$6,351,448</strong></td>
<td><strong>100%</strong></td>
<td><strong>$389</strong></td>
</tr>
</tbody>
</table>

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.
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 103 Cheylin

Applicant / Mailing Address

PO Box 28
605 Bird Avenue
Bird City, KS 67731

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  edmundsons@cheylin.com

Applicant / Phone Number  |  785-734-2341

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  |  Cheylin
COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members, through social/emotional impact because of having to socially distance, wear masks, quarantining, etc. There has been a larger impact on special populations, but not a huge proportionate. We were not out-of-school a large amount of time, but the time we were out of school had a bigger impact on lower income and at-risk students because of lack of accessibility through internet and online connections.

The number of students enrolled PK through 12 was 143 for 2020-2021. We anticipate 143 students for 2021-22. ESSER II funds will be utilized for a social emotional curriculum, for extra equipment so that we can socially distance to eliminate risk and exposure, summer school curriculum and staff expenses, salaries for additional staff for the upcoming year to decrease class sizes, and supplies to sanitize effectively.

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


Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Summer school supplies and salaries to address specific needs of students created by the pandemic, technology for students and staff to aide in substantive educational interaction between students and staff, STEM supplies for summer and year long learning to help students address specific deficiencies, equipment to help students spread out so they can socially distance to decrease the risk of virus transmission, additional staff to decrease class size to decrease risk of virus transmission, cleaning supplies to clean and sanitize classrooms and common areas to decrease risk of transmission of virus

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 develop and administer a survey for students, staff and parents to determine the impact of the additional funding on supplies, equipment and staff costs in addressing student learning and loss of learning.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)
34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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          | Sherri L. Edmundson
Date                          | 07/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Description</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>103-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>summer school supplies to help students address specific needs created by the pandemic</td>
<td>$417</td>
<td>$417</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-1000-610-00</td>
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<tr>
<td>103-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Kindergarten i-Pads and teacher laptops to aide in substantive educational interaction between students and classroom teachers, as well as with assistive technology</td>
<td>$12,480</td>
<td>$12,480</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-1000-700-02</td>
<td>Applicant responded via email: 10 cafeteria tables were purchased to socially distance students - spreadsheet corrected 10 iPads were purchased for Kindergarten to aide in substantive educational interaction between students and teachers 6 teacher laptops were purchased to aide in substantive educational interaction between students and teachers</td>
<td></td>
</tr>
<tr>
<td>103-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Debt Service &amp; Miscellaneous</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>STEM supplies for summer learning to help students address specific needs created by the pandemic in science, technology, ELA and math</td>
<td>$115</td>
<td>$115</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-1000-800-00</td>
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<tr>
<td>Project Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property &amp; Maintenance of Plant</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Cafeteria tables to spread students out so they can socially distance to reduce the risk of virus transmission and exposure to health hazards.</td>
<td>Budgeted</td>
<td>Allocated</td>
<td>Claimed</td>
<td>Balance</td>
<td>Other Notes</td>
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<tr>
<td>103-1-004-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Cafeteria tables to spread students out so they can socially distance to reduce the risk of virus transmission and exposure to health hazards.</td>
<td>$50,340</td>
<td>$50,340</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-2600-70002</td>
<td>10 tables purchased</td>
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<tr>
<td>103-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Salaries for teacher associated with summer extended learning</td>
<td>$6,590</td>
<td>$6,590</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-1000-11000</td>
<td>Program information; Applicant responded via email: Summer school is 2 weeks in duration, utilizing 5 certified teachers giving services to 47 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103-1-006-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Add staff to lower class sizes for COVID-related safety by increasing physical space</td>
<td>$77,000</td>
<td>$77,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-1000-11000</td>
<td>Number of staff members requested; Applicant responded via email: 1.5 certified staff members were added.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103-1-007-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Add noncertified staff to help lower class sizes and aide with learning loss</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>60-110-12000</td>
<td>Number of staff members requested; Applicant responded via email: 2 classified staff members were added at .5 each (1 FTE).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Miscellan eous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>cleaning supplies to clean and sanitize areas for student and staff safety to eliminate the spread of COVID-related illness</td>
<td>$</td>
<td>$</td>
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<td>60-2600-680-02</td>
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</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Western Plains USD 106

Applicant / Mailing Address
| 100 School Street

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jeff Michael Jones

Applicant / Email Address of Owner, CEO, or Executive Director | jjones@usd106.org

Applicant / Phone Number | 7857312352

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) | 680581244

Applicant / Website Address (if applicable) | www.usd106.org

Fiscal Agent / Name (if applicable) | Jeff Michael Jones

Fiscal Agent / Email (if applicable) | jjones@usd106.org
The impacts of COVID-19 on the Western Plains School District were significant. Like all schools in the state we lost most of the fourth quarter of in-person education during the 2019-2020 school year. During the 2020-2021 school year different school building went to remote learning at different times during the year. Furthermore, we had several students that were in remote learning throughout all or the majority of the school year. Our English Language Learners seemed to be the most likely impacted by the disruption to our school year. Our ELL students make up just over 20% of our entire student body or 22 students. A significantly greater percentage of these students remained in remote learning throughout the majority of the school year or all of the school year. For this special population there statistically significant drop in their performance as a group on the KELPA test. In comparing scores this past year from 2 years ago, which had relatively been consistent from previous years, the following results were found: just 6% of students scored a the Proficient level as compared to 22%, 17% tested at the Satisfactory level as compared to the 44%, 39% did not demonstrate progress as compared to 16% previously. Furthermore, we saw a slight drop in our overall state math assessments as well but a larger drop in English Language Arts. This could be at least partially explained through the performance of the special population of English Language Learners."

<table>
<thead>
<tr>
<th>Fiscal Agent / Mailing Address (if applicable)</th>
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<tr>
<td>100 School Street;</td>
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<td>Ransom KS 67572</td>
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<tr>
<td><strong>Full District Name</strong></td>
</tr>
<tr>
<td>Western Plains</td>
</tr>
<tr>
<td><strong>District Number</strong></td>
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<tr>
<td>106</td>
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<tr>
<td>**Mailing Address</td>
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<td>100 SCHOOL ST</td>
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<td>**Mailing</td>
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<td>RANSOM</td>
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<tr>
<td>**Mailing Address</td>
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<tr>
<td>67572</td>
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<tr>
<td>**Authorized Representative of the District</td>
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<tr>
<td>Jeff Jones</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
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<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td><a href="mailto:jjones@usd106.org">jjones@usd106.org</a></td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>+17857312352</td>
</tr>
<tr>
<td><strong>Would you like to additional district representatives to the application?</strong></td>
</tr>
<tr>
<td>No</td>
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</table>

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

The impacts of COVID-19 on the Western Plains School District were significant. Like all schools in the state we lost most of the fourth quarter of in-person education during the 2019-2020 school year. During the 2020-2021 school year different school building went to remote learning at different times during the year. Furthermore, we had several students that were in remote learning throughout all or the majority of the school year. Our English Language Learners seemed to be the most likely impacted by the disruption to our school year. Our ELL students make up just over 20% of our entire student body or 22 students. A significantly greater percentage of these students remained in remote learning throughout the majority of the school year or all of the school year. For this special population there statistically significant drop in their performance as a group on the KELPA test. In comparing scores this past year from 2 years ago, which had relatively been consistent from previous years, the following results were found: just 6% of students scored a the Proficient level as compared to 22%, 17% tested at the Satisfactory level as compared to the 44%, 39% did not demonstrate progress as compared to 16% previously. Furthermore, we saw a slight drop in our overall state math assessments as well but a larger drop in English Language Arts. This could be at least partially explained through the performance of the special population of English Language Learners."
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


 Coordination of preparedness and 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.

 Western Plains USD 106 plans to use its direct district allocation primarily through addressing learning loss due to the impacts of COVID-19 and limitations that were placed on the school experience and time missed during the traditional school
experience. Our district will focus its expenditures in addressing more specifically the drop in performance in English Language Arts especially those within the special population of those eligible for the KELPA test. USD 106 will add a summer educational program that will target students that have demonstrated learning gaps and have scored in levels 1 and 2 in state assessments as well as not meeting progress towards KELPA standards. USD 106 will add a position of ESOL para. USD 106 has added 3 days to the school calendar to add additional time for all students to make educational progress. The district will also address added needs in the areas of professional development, facility cleaning and technology support. USD 106 will enter into an agreement with ESSDACK and be a part of the RUS Grant to provide enhanced distance learning opportunities for students as well as accessible professional development for staff since our district is in a remote area. USD 106 has added an additional custodial position to deal with the additional duties that are required due to the COVID-19 impact. USD 106 will also add a part-time technology position as well as replace technology equipment that was used to a much greater degree and has become in state of repair due to the impacts 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?

USD 106 will measure the impact of the ESSER II direct district allocation expenditures through the percentage of students taking advantage of the additional learning opportunities provided through the RUS Grant. Taking advantage of these opportunities will allow them to gain additional industrial certifications equalizing the difficulties that exist in being in a remote location and having access to these educational opportunities. We will also measure the impact of our teaching staff that take advantage of professional development that will be more readily available through the distance learning platform of the RUS Grant that we hope will assist our teachers in motivating our students and making them better prepared to advance. Finally, we will measure gains in performance on standardized assessments such as the KELPA and state assessments to determine the impact of the additional educational staff, programs and length of the school year.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
  §200.302 Financial management.
  §200.303 Internal controls.
  §200.305 Payment.
  §200.313 Equipment.
  §200.314 Supplies.
  §200.318 General procurement standards.
  §200.320 Methods of procurement to be followed;
  2 CFR 200 Subpart E: Cost Principles:
  §200.403 Factors affecting allowability of costs.
  §200.404 Reasonable costs.
  §200.405 Allocable costs.
  §200.413 Direct costs.
  §200.415 Required certifications.
  §200.430 Compensation—personal services.

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

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

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

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

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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: CONTINUOUS 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   | Jeff Jones
Date                  | 06/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<td>Allows students access for educational programs remotely that our district does not have access to that will specifically target students in special populations</td>
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<td>Instruction Professional - Education Services</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Provide Training for staff, parents and students on technology use and educational opportunities</td>
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<td>$9,000</td>
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<td>Operation &amp; Maintenanc e of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Addition custodial staff for additional cleaning during pandemic</td>
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<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
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<td>Additional ESOL para salary to assist English Language Learners address learning loss</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
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<td>504-1-003-20210713</td>
<td>Eligible Direct Allocation Instruction Regular Certified Salaries 11A. Planning and implementing summer learning or enrichment programs Cover additional salaries/expenses for staff associated with summer extended learning</td>
<td>$12,874</td>
<td>$-</td>
<td>$12,874</td>
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<td>$-</td>
<td>Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.</td>
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<td>Eligible Direct Allocation Instruction Regular Certified Salaries 12. Addressing learning loss among students, including vulnerable populations Extend the length of the school year</td>
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<td>$-</td>
<td>Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.</td>
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</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  Meade USD 226

Applicant / Mailing Address

| PO Box 400
| Meade, KS 67864

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  harshberger@usd226.org

Applicant / Phone Number  |  620-873-2081

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

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

Applicant / Federal EIN (if applicable)  |  480699227

Applicant / Website Address (if applicable)  |  usd226.org

Applicant / Mission Statement (if applicable)
The mission of Meade USD 226 is to provide a secure educational environment with opportunities that challenge all students to become life-long learners and responsible, productive citizens through the 21st century.

Application details

Full District Name | Meade
District Number | 226
Mailing Address | po box 400
Mailing City | Meade
Mailing Address | Zip Code | 67864
Authorized Representative of the District | Name | Kenneth Harshberger
Authorized Representative of the District | Position or Title | superintendent
Authorized Representative of the District | Email Address | mcfalls@usd226.org
Authorized Representative of the District | Phone Number | +16203394524

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 impacted our entire student body and faculty by missing in person instruction in the spring of 2020 and by missing many days of in person instruction in fy2021 due to illness and quarantines. In our small district nearly 25 families did not have any or adequate internet access without help from this district using esser and spark funding. This resulted in learning loss for many students and also impacted their social and emotional well being. The impact to special populations does not appear to be too much greater as our staff worked hard to bring those students in for in person instruction whenever possible. Because of the school closure and at times going fully remote, many students missed academic, athletic, and fine arts activities which is important in the social and emotional development of students especially in a small district. Our district also had some seriousness illness of staff members which impacted learning and instruction as well. The cost to provide subs for these teachers and the cost of keeping the building safe and sanitized impacted the district. Our high school does not have the best indoor air quality due to an old system that has little fresh air flow as a result of blocked off vents due to freeze issues. This needs to be improved significantly to help students and staff and to protect them from COVID-19

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers have also identified students to provided one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners were used to select students. An 8 week PS-12th enrichment program has also been developed to allow for extended learning opportunities and to help with social and emotional health. USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Monitoring of academic progress will continue using current tools: MAP assessments, AIMS-WEB, State Assessments, SECD Screeners, Progress Monitoring, local assessments, improvement in students recovery of HS credits and graduation rates. Fresh area ow in the high school will be measured by designing and installing new HVAC equipment that meets the ASHREA specifications for indoor air quality.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age| The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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))

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))

Funds may be obligated during a “carryover period.”

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program. (Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

34 CFR §76.730 Records related to grant funds.

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

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

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

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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

2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E – Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. 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 (CRRSA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature  |  Kenneth Harshberger
Date                  |  06/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>504-1-010-20210713</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers have also identified students to provided one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners were used to select students. An 8 week PS-12th enrichment program has also been developed to allow for extended learning opportunities and to help with social and emotional health.</td>
<td>$9,000</td>
<td>$-</td>
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<tr>
<td>504-1-011-20210713</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>$1,000</td>
<td>$ -</td>
<td>$1,000</td>
<td>$ -</td>
<td>$ -</td>
<td>94</td>
<td></td>
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</tr>
</tbody>
</table>

| 504-1-012-20210713 | Eligible Direct Allocation | Operation & Maintenance of Plant Repairs and Maintenance Services | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality. | $65,000 | $ - | $65,000 | $ - | $ - | 94 | Allowable if CDC guidelines are met. |
USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.
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 231 Gardner Edgerton

Applicant / Mailing Address
231 E Madison Ave, PO Box 97
Gardner, KS 66030

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

Applicant / Email Address of Owner, CEO, or Executive Director
stranathanp@usd231.com

Applicant / Phone Number
9138562000

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
Gardner Edgerton

District Number
231
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our Pre-K through 12 students experienced the need to move to full remote learning in the spring of 2020. For FY 2020-21, USD 231 offered families the options of in-person or choice remote learning to begin the year. After consultation with Johnson County Department of Health and Environment, it was determined students in grades Pre-K through 5 could safely attend beginning in September. Students in fifth grade were allowed to return in November. As COVID levels declined in the spring of 2021, USD 231 returned to full in person learning for all grades. Significant efforts were made by USD 231 to minimize the impact of the pandemic on all students, inclusive of our students with special needs. As stated above, all students, including those with special needs, were offered full in person learning for grades Pre-K through 12. The impacts of COVID on learning and social emotional needs are not fully understood as of this application. We continue to review student information and compare with prior and current data points. We are aware of areas that we either stayed stable or declined slightly.

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

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


Coordination of preparedness and 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
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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.

During FY 2020-21, USD 231 offered families an option for choice remote learning due to COVID. Choice remote learning options required the addition of 14 new certified teaching positions (10 elementary and 4 middle school new positions) to be paid from per-student allocation and residual costs to be paid from the direct allocation. Additional costs paid from the direct allocation were increased substitute teacher costs due to FFCRA quarantines and absences. The District also paid certified teacher extra duty pay for Opportunities To Learn (OTL) focused on developing and refining remote learning curriculum, and also for a new Virtual Homework Support program for students needing assistance with homework due to remote learning. Other COVID related costs incurred by the District were for a new position for COVID contact tracing, additional costs from bus sanitation cleaning, additional costs relating to curbside meal distribution, streaming services for District events due to restricted attendance, Docu-sign and Zoom costs to accommodate remote documents and meetings, WiFi hot-spots for remote learning, teacher document cameras/webcams/mirror cams, additional Chromebook purchases for remote learning, principal specific building supply requests due to COVID, additional PPE and custodial supply purchases due to COVID, and additional nursing equipment to ensure effective social distancing. During FY 2021-22, USD 231 plans to use the remaining direct allocation for certified teacher premium pay for retention incentives for returning to work for USD 231 in FY
2021-22. The retention incentive will be a part of the FY 2021-22 negotiated agreement when ratified by the USD 231 Board of Education.

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

We will continually monitor all student learning through the use of current triangulation of data at all levels. These can include but are not limited to student grades, MAP scores, Acadience Reading and Math progress monitoring, Panorama survey, behavior referral data, attendance, and counselor referral data. The data will be analyzed in using the MTSS model to assess the needs for and implementation of academic, behavioral and social emotional interventions for our students. We anticipate moving students out of Tier 2 and 3 as their performance improves with the interventions and supports provided through use of these funds. In addition, we anticipate an overall increase in academic performance through the interventions and supports provided with these 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.
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(a) A State and a subgrantee shall comply with the following statutes and regulations:
   - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.

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

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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

34 CFR §76.709 Funds may be obligated during a "carryover period."
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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


34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

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

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


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

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

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

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

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

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

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  | Jeremy McFadden
Date  | 06/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Student Transportation</td>
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<td>Purchase Professional &amp; Technical Services</td>
<td>REGULAR BUS ROUTE SANITATION COSTS PAID TO FIRST STUDENT</td>
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<td>11B. Planning and implementing supplemental after-school programs</td>
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Note: Budget values are in USD.
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<th>Regular Certified Salaries</th>
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<th>ADDITIONAL SUB COSTS TO COVER CLASSROOMS DUE TO FFCRA LEAVE</th>
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<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>CURBSIDE MEAL DISTRIBUTION EXCESS COSTS DURING SCHOOL SHUTDOWNS (SPECIAL PACKAGING MATERIALS, TRAILER RENTAL, FUEL, EQUIPMENT PURCHASES, AND COMMUNICATION COSTS.</td>
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<td>ELEM SCHOOL</td>
<td>REQUESTS FOR CLASSROOM SUPPLIES, CURRICULUM, AND OTHER PURCHASES DUE TO COVID</td>
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<td>HIGH SCHOOL</td>
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Provide information regarding materials purchased due to COVID-19; Applicant responded via email:

- ELEM SCHOOL: Pump sprayer, shower curtains to cover bookshelves from nightly spraying, hooks for shower curtains, handheld scanner & carts to take books to classrooms, white boards and poly envelopes for remote learners, rolling utility carts, webcams, PE tents for shade, remote testing materials, additional health supplies, sit spots for social distancing, speakers for PE class, floor markers, rolling tubs, sit to stand laptop carts, disposable children's masks, plastic gloves, and other smaller supply purchases.

- MIDDLE SCHOOL: Instructional material purchase for remote learning, $29.98 Bluetooth headset for remote learning.

- HIGH SCHOOL: Kami App digital classroom software for remote learning.
<table>
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<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
<th>Property</th>
<th>School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</th>
<th>ADDITIONAL CUSTODIAL EQUIPMENT PURCHASES FOR EXPANDED CLEANING &amp; SANITATION DUTIES DUE TO COVID, AND ADDITIONAL FURNITURE PURCHASES TO PROVIDE ADEQUATE SOCIAL DISTANCING</th>
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<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>ZOOM &amp; DOCSIGN COSTS FOR REMOTE LEARNING AND REMOTE CONTRACT MANAGEMENT; T MOBILE HOT SPOTS FOR REMOTE LEARNERS</td>
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<td>Regular Certified Salaries</td>
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Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District
--- | ---
**Applicant / Entity Name** | USD#264 Clearwater
**Applicant / Mailing Address** | PO Box 248
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Chris Cooper
**Applicant / Email Address of Owner, CEO, or Executive Director** | ccooper@usd264.org
**Applicant / Phone Number** | 3163506050

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** | clearwater
**District Number** | 264
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.

Clearwater schools were able to have onsite learning throughout the 2020-21 school year, but still had major negative impacts due to COVID-19 mitigation protocols. Over 60% of our students experienced a quarantine period ranging from 3 to 14 days. There were 768 individual quarantines out of a total student population of 1100. Staff shortages due to quarantines led to increased substitute teacher days. Mask wearing, lack of normal social contact, and other mitigation side effects took a toll on our students, staff, and effectiveness. According to NWEA MAP scores, USD #264 saw an average of 8% increase in K-8 students at risk in Math and a 16% increase of K-8 students at risk in Reading. ACT Aspire results show that 10th graders are in Need of Support in Reading to be on track for the ACT. AQS Kd Screener results show that students in our district have increased risk in all but one category; those include communication, fine motor, problem-solving, and personal-social. State Assessment results show that USD 264 had more students score in Levels 1 and 2 in 5th, 7th, and 10th grades than compared to state averages in math and had more students score in Levels 1 and 2 in 3rd and 10th grades than compared to state averages in ELA. The district administered the SABRES social-emotional screener for the first time and found that nearly 15% of our students are at-risk.

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


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

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

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

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

To address learning loss and increasing social-emotional needs due to COVID-19, Clearwater ESSER II fund expenditures will be used to directly impact student learning through improved systems of instruction, teacher instructional supports, intervention, counseling, and assessments. This will be accomplished through increased teacher training and coaching, implementing the KS MTSS framework, implementing new evidence-based interventions, and providing students with additional personalized instruction based on individual student data. Three new MTSS intervention specialists will be added to work directly with students and also train/coach staff. A 7-12th grade counseling position will be added to examine data, improve the transition from middle to high school, and address increasing social-emotional and behavioral needs. High-quality, evidence-based professional development will be given to all staff. For increased implementation and sustainability, the district will pay to train USD#264 staff to be trainers for LETRS and the KS College and Career Framework. Teachers will be given stipends to complete and implement these practices in their classrooms. Substitutes will be paid for staff development and to meet for the development and implementation of the KS MTSS framework including the addition of the FastBridge assessment suite. A 10 day extended contract will be given to a teacher to help coordinate and increase our post-secondary success for all students. We will also purchase additional chrome books to complete a 1 to 1 ratio for future quarantines or possible school closures.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
Evidence of Impact USD #264 will examine the following data to determine the impact of the implemented strategies:
1) FastBridge assessment data
   a) % of students at or above benchmark in Reading and Math
   b) % of students not at risk according to the SAEBRS Screener
2) Individual Progress Monitoring Data for each student receiving interventions
3) State Assessment Data - % of students in levels 3 and 4 in all grade levels and subjects.
4) ACT- College Readiness Data
5) Graduation Rate and Postsecondary Success Data
6) Formative Assessments Data as a part of short impact cycles.
7) Implementation of Evidence-Based Practices Data
   a) Number of staff completing LETRS Training Modules
   b) Number of staff completing KS College and Career Framework Training
   c) Walk-through observation data of implementation

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
   (a) A State and a subgrantee shall comply with the following statutes and regulations:
      - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
   (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
      (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
   (Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 Cooper
Date  |  06/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Add an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID. Will also support staff in the implementation of data based decisions and utilization of evidence based interventions in the classroom for all students to mitigate the effects of learning loss due to COVID.</td>
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<td>Social Security Contributions</td>
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<td>FICA / FICM costs for an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID.</td>
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<td>Other Employee benefits / payroll costs for an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID.</td>
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<td>Full-Time Substitute Salaries for Certified Staff</td>
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<td>Provide substitute teachers to allow for planning, structuring and implementing the KS MTSS framework and for individual professional development for approved USD #264 ESSER plan interventions and strategies.</td>
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<td>Add a 7-12th grade counselor to address increasing social emotional and behavioral needs. Will also work to improve the transition from middle to high school.</td>
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<td>Purchase digital writing intervention curriculum to reduce learning loss due to COVID-19</td>
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<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase additional 140 Chromebooks to complete the 1 to 1 ratio to avoid the sharing of devices, to utilize for students while in quarantine and to prepare for a possible temporary school closure.</td>
<td>$38,780</td>
<td>$-</td>
<td>$38,780</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-700-210-800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide stipends for teacher who complete an approved training and implement the strategies in their classroom. (LETRS modules 1-4 $1,500 &amp; KS College and Career Framework $500 / competency)</td>
<td>$14,500</td>
<td>$-</td>
<td>$14,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-100-210-000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide a 10 day extended contract for a teacher to be used to coordinate, plan, and implement strategies for students post-secondary success. (Post-secondary success coordinator position)</td>
<td>$3,450</td>
<td>$-</td>
<td>$3,450</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-100-210-000</td>
<td></td>
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</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Unified School District No 265, Sedgwick County, Kansas (Goddard)

Applicant / Mailing Address

| 201 S Main St, PO Box 249 |
| Goddard, KS 67052 |

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Justin B. Henry

Applicant / Email Address of Owner, CEO, or Executive Director | justinhenry@goddardusd.com

Applicant / Phone Number | 316-794-4000

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 / Federal EIN (if applicable) | 48-0735657

Applicant / Website Address (if applicable) | goddardusd.com

Applicant / Mission Statement (if applicable)

| The mission of Goddard Public Schools is to educate all students for lifelong success. |
**Fiscal Agent / Name (if applicable)**  | Doug Maxwell  
**Fiscal Agent / Email (if applicable)**  | dmaxwell@goddardusd.com  
**Fiscal Agent / Mailing Address (if applicable)**  
|  
| 201 S Main St, PO Box 249  
| Goddard, KS 67052  

### Application details

| Full District Name | unified school district no 265, sedgwick county, kansas (goddard)  
| District Number | 265  
| Mailing Address | 201 s main st  
| Mailing City | sedgwick county  
| Mailing Address | 67052  
| Authorized Representative of the District / Name | Doug Maxwell  
| Authorized Representative of the District / Position or Title | chief financial officer  
| Authorized Representative of the District / Email Address | dmaxwell@goddardusd.com  
| Authorized Representative of the District / Phone Number | +13167944000  
| Would you like to additional district representatives to the application? | Yes  
| Other District Representative 1 / Email Address | justinhenry@goddardusd.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.

Specific impacts of the pandemic included the need for more staff, the need to space students in the classrooms as much as possible, and the need for more cleaning supplies and protective equipment. In terms of staff the district hired more than 50 daily call substitute teachers to become full time long-term subs to assure the district had at least the average number of substitute teachers available each day. The district also added 12 C.N.A. positions in support of the nurses on staff to assist in health screenings, along with a new Facilitator for Nursing Services position to oversee those efforts, track positive cases and close contacts, and coordinate information between the various county, state and federal sources and the district’s administrative team. Finally, the district worked with parents to create a safer an environment. Parents that could bring their
student to school were encouraged to do so rather than having them ride the bus. Approximately 18% of parents chose a remote option which allowed their student to participate with other students online, which created more space in the traditional classrooms. Masks were mandated for all students and staff, and visitors were not allowed in the school buildings. With these procedures in place Goddard, a district of nearly 6,200 students, was able to provide in-person learning for our pre-K through 8th grade students daily for the entire school year. High school attended every other day until March 26, when all students had the option to attend daily.

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


Coordination of preparedness and 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 has four primary focus areas. Reimburse remaining excess costs related that resulted from the pandemic in FY2021. It is important to remember that the Goddard district serves close to 6,200 students across 12 attendance centers, yet has a relatively low incidence of poverty. As a result, on a per pupil basis the initial round of funding did not cover the additional costs incurred in FY2021. The district has identified over $1.5 million in expenses incurred in FY2021 directly related to reopening the school after the mandated closure in March 2020, and which allowed the district to remain open throughout the 2020-2021 school year. Fund additional educational opportunities through the next 3 or 4 summers (would include using ESSER III funds for summer of 2024). The district had extremely limited summer offering in 2020 due to the closure, those were restricted to a limited K-2 grade program on-site along with some virtual offerings K-12. In order to offset learning losses that persist from the March 2020 closure the district wishes to greatly expand those additional learning opportunities. These additional opportunities are offered to students from all backgrounds, and for those with an IEP go beyond what is typically offered in ESY programs. Fund additional position(s) for reviewing student achievement data to discover specific areas of learning loss, cover the cost of curriculum or other programs designed to support or mitigate the areas of loss, and follow up with review of the data to see if progress is being made. If not additional mitigation efforts will be pursued. Fund additional position(s) or programs to specifically address the social and emotional concerns of students that will likely carry on for years. This could include contracting with local mental health providers to offer additional services.

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

As noted in focus area 3 the district plans to add at least one position at the district office level to better track, review and assess student achievement data. Even though our district was able to stay open for the entire school year there is still concern about learning loss from the spring 2020 shut down, as well as possible losses (or lower gains) by some remote or virtual 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.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

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

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

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.

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

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

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

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

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)
Records related to compliance. A State and a subgrantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

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

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

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Doug Maxwell  
Date  |  06/30/2021  

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporarily Certified Substitute Salaries for Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$986,753</td>
<td>$986,753</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07E10001150000902</td>
<td>How many substitutes were hired; Response from applicant via email: A total of 56 staff were hired during the year, though not all worked the entire year. I estimate the FTE to be 40.6.</td>
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<tr>
<td>265-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Full-Time Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$21,933</td>
<td>$21,933</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07E21201110000902</td>
<td>If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regulated Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Our nurses planned, then staffed an on-site vaccination clinic for all district staff on two separate dates. The district felt offering this opportunity was critical to remaining open throughout the spring of 2021. This was additional time not budgeted and directly related to our Covid-19 response.</td>
<td>$12,837</td>
<td>$12,837</td>
<td>-</td>
<td>-</td>
<td>$0</td>
<td>07 E 21301200000902</td>
<td>If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>At the high school level the district has 4 administrative interns who are on teaching contracts but spend a portion of their day assisting with administrative tasks. This cost relates to extra time spent outside their regular contracts assisting with the reopening plan for fall 2020. This was an additional expense not budgeted for that was directly related to the district’s Covid-19 response.</td>
<td>$17,271</td>
<td>$17,271</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>07 E 10001110000902</td>
<td>If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regulated Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>To assist with the reopening plan, which included temperature checks of all students as they entered the buildings daily as well as assisting the nurses on staff, the district hired a CNA for each attendance center. These were 12 new</td>
<td>$174,644</td>
<td>$174,644</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>07 E 21301200000902</td>
<td>If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructio n</td>
<td>Full-Time Certifie d Salarie s</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine</td>
<td>$91,376</td>
<td>$91,376</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 1000 111 0000 902</td>
<td>How many days requested; Response from applicant via email: Total days taken was 600, I allocated 288 days on this line (balance on true-up line).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible True Up Allocation</td>
<td>Instructio n</td>
<td>Full-Time Certifie d Salarie s</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine</td>
<td>$100,394</td>
<td>$100,394</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 1000 111 0000 902</td>
<td>How many staff members; Response from Applicant via email: Total days taken was 600, I allocated 312 days on this line (balance on original allocation line).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible True Up Allocation</td>
<td>Instructio n</td>
<td>Regular Non-Certifie d Salarie s</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine</td>
<td>$66,006</td>
<td>$66,006</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 1000 120 0000 902</td>
<td>How many staff members; Response from Applicant via email: Approx 545.6 days (this was for classified staff so leave was taken as hours - total hours = 4,364.74. I divided the total hours by 8 to equal 545.6 days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>The district had lower ridership due to 1) remote learners and 2) parents encouraged to bring students to school; which allowed for greater spacing on our route buses. This was an important factor in the district minimizing the spread of</td>
<td>$284,538</td>
<td>$284,538</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07 E 2710 120 0000 000</td>
<td>Response from applicant via email: As an alternative the district purchased additional licenses related to remote learning via Edgenuity. Total cost for those purchases equalled $282,348.22. There is additional expense related to hotspot monthly access fees that would zero out the balance of the ESSER II funding for our district. These would fall under reason code 9.</td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Kaw Valley USD 321

Applicant / Mailing Address

411 W Lasley  
St. Marys, Kansas  
66536

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

Applicant / Email Address of Owner, CEO, or Executive Director | lacock@usd321.com

Applicant / Phone Number | 6202724297

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) | Kristy Dyche

Application details
Full District Name | Kaw Valley
District Number | 321
Mailing Address | Street Address | 411 W. Lasley
Mailing City | St. Marys
Mailing Address | Zip Code | 66536
Authorized Representative of the District | Name | Kerry Lacock
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Phone Number | +17854372254.
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 Covid-19 pandemic has made a huge impact on the students, staff, and patrons of Kaw Valley USD #321. The costs associated with the increased safety protocols and changing learning environments have shifted the priorities and needs in the district budget. The impact on student learning will require additional testing and data collection to fully be measured. Resources will be required for years to come to recover the learning gaps for all students. The gap will be especially hard to recover for the 295 students with special needs. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. The plan will need to be comprehensive. To effectively recover from the impact of the pandemic it will require planning, time, and resources.

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

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


Coordination of preparedness and 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.

Kaw Valley USD #321 plans to use our ESSER II funds to address the impact Covid-19 has had on our students academic learning, health, safety, security, and social-emotional wellbeing. We have organized our district objective to evaluate all of our school’s systems and student individual needs. Utilizing these funds we will address the needs of our students over the next 3 years. We will provide faculty and staff with ongoing training to meet the needs of the students. We will personalize the plan to meet the individual needs of each student. We want to accurately identify individual student learning gaps through testing and data collection. Then we will provide additional interventions and opportunities to address each student’s academic needs. This will take into account the need to provide a healthy, safe, and secure learning environment where each student can thrive. We will use these funds to recruit and retain quality faculty and staff at all level’s. With the additional nursing staff, we will monitor students’ health as well as provide additional nutrition and wellness education.

Through the efforts of our custodial and maintenance staff, we will also continue to provide the cleanest and safest facilities possible. We will also address each students social-emotional needs through periodic screening and commitment to social-emotional and character development curriculum implementation. We want our plan to be structured to determine its impact while flexible enough to allow the students to meet individual goals.
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 monitor the effectiveness of the ESSER II funds through the impact they have on the whole student. We will test for mastery of basic essential academic skills. We will monitor growth in academics as well as student health. We will evaluate the student’s social-emotional well-being through screening and a social-emotional referral system. With the additional nursing staff, we will be able to monitor our school populations health in greater detail.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
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))

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))

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))

Funds may be obligated during a "carryover period."
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

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

Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Kerry Lacock
Date  |  07/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
### Expenditure ID: 321-1-001-20210810
- **Eligibility Review:** Eligible
- **Funding Stream:** Direct Allocation
- **Instruction:** Regular Certified Salaries
- **Object Code:** 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities
- **Total Expenditures:** $137,500
- **Budgeted Expenditures in SFY 2021:** $0
- **Budgeted Expenditures in SFY 2022:** $137,500
- **Budgeted Expenditures in SFY 2023:** $0
- **Account Number:** 14
- **Notes:** Per applicant, Object Code should include 110 and 120. Per applicant, All full time employees will receive a 1 time $500 premium.

### Expenditure ID: 321-1-002-20210810
- **Eligibility Review:** Eligible
- **Funding Stream:** Direct Allocation
- **Instruction:** Regular Non-Certified Salaries
- **Object Code:** 3. Providing principals and other school leaders with resources to address individual school needs
- **Total Expenditures:** $45,000
- **Budgeted Expenditures in SFY 2021:** $0
- **Budgeted Expenditures in SFY 2022:** $45,000
- **Budgeted Expenditures in SFY 2023:** $0
- **Account Number:** 14
- **Notes:** Per narrative, with the additional nursing staff, we will monitor students' health as well as provide additional nutrition and wellness education.

### Expenditure ID: 321-1-003-20210810
- **Eligibility Review:** Eligible
- **Funding Stream:** Direct Allocation
- **Instruction:** Regular Certified Salaries
- **Object Code:** 3. Providing principals and other school leaders with resources to address individual school needs
- **Total Expenditures:** $100,000
- **Budgeted Expenditures in SFY 2021:** $0
- **Budgeted Expenditures in SFY 2022:** $100,000
- **Budgeted Expenditures in SFY 2023:** $0
- **Account Number:** 14
- **Notes:** Per applicant, We will have one additional teacher at SMGS and 1 additional teacher at RGS. this will be 2.0 FTE. These will be utilized to identify student learning gaps sustained during the pandemic. The teachers will then provide small group intervention to make up the learning loss caused by Covid and the disruption to learning services.
<table>
<thead>
<tr>
<th>Date</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>Summer Success Recovery- Pay for Teachers, Para-Professionals, and Administration</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>321-1-004-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$85,000</td>
<td>$85,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>14</td>
</tr>
<tr>
<td>321-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>AfterSchool Assistance Program (ASAP) Teacher and Para-Professional Pay</td>
<td>$21,888</td>
<td>$-</td>
<td>$21,888</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>321-1-006-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies- Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Testing to Identify Learning gaps created by Pandemic, AIMS Web +, ESGI, NWEA</td>
<td>$14,594</td>
<td>$14,594</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>321-1-007-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Support Services (would include room and board for Special Education students)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>10. Providing mental health services and supports</td>
<td>Social-Emotional Curriculum-Second Step</td>
<td>$4,518</td>
<td>$4,518</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

Per applicant, Object Code should include 110 and 120. Per applicant, We will be offering extended learning opportunities to students at all grade levels K-12 during the months of June and July who have had set backs in their education due to Covid. These set backs could be social emotional, academic, or any other student wellness measure. Summer school (4 locations): 12 Teachers, 10 Paras, 6 Admins, 160 students, 8 weeks, 4 days a week, 4 hours a day.

Per applicant, Object Code should include 110 and 120. Per applicant, Our After School Success Program (ASAP) will provide students Extended learning opportunities after school hours during the school year. Students at all grade levels K-12 who have had set backs in their education due to Covid will get additional opportunities to work towards social emotional, academic, or any other student wellness goals. This will be during the SFY 2022.

Per narrative, The Covid-19 pandemic has made a huge impact on the students, staff, and patrons of Kaw Valley USD #321. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. We will also address each student's social-emotional needs through periodic screening and commitment to social-emotional and character development curriculum implementation.
<table>
<thead>
<tr>
<th>Docket No.</th>
<th>Eligible</th>
<th>Program Type</th>
<th>Activity</th>
<th>Description</th>
<th>Approved For</th>
<th>Reimbursed</th>
<th>Balance</th>
<th>Non-Balance</th>
<th>Per Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>321-1-008-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies- Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$151,055</td>
<td>$151,055</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Per applicant, Due to Covid, Students have missed and will miss many school days due to illness, quarantine, and isolation. To ensure that students will be able to communicate with teachers and their peers we will provide individual devices for students to continue learning during these absences. Further, the individual devices prevent possible Covid transmission by avoiding sharing of devices, and they will enhance the district's ability to address closing Covid learning loss by enhancing individual student needs, whether academic or social emotional.

<table>
<thead>
<tr>
<th>Docket No.</th>
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<th>Program Type</th>
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<th>Description</th>
<th>Approved For</th>
<th>Reimbursed</th>
<th>Balance</th>
<th>Non-Balance</th>
<th>Per Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>321-1-009-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$3,213</td>
<td>$3,213</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Per applicant, The district paid a $2 an hour Hazard pay to the food service and custodial department from March to August of 2020. The district is requesting to be reimbursed for that money in the amount of $3213.

<table>
<thead>
<tr>
<th>Docket No.</th>
<th>Eligible</th>
<th>Program Type</th>
<th>Activity</th>
<th>Description</th>
<th>Approved For</th>
<th>Reimbursed</th>
<th>Balance</th>
<th>Non-Balance</th>
<th>Per Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>321-1-010-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies- Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$18,000</td>
<td>$18,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Per narrative, The impact on student learning will require additional testing and data collection to fully be measured. Resources will be required for years to come to recover the learning gaps for all students. The gap will be especially hard to recover for the 295 students with special needs. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. We want to accurately identify individual student learning gaps through testing and data collection. Then we will provide additional interventions and opportunities to address each student's academic needs. This will take into account the need to provide a healthy, safe, and secure learning environment where each student can thrive. Per applicant, Due to Covid, many students will have struggles returning to a more traditional learning environment. Powschool analytics will allow us to track overall student wellness over the years to come. We will be able track individual student Grades, Attendance, Social-emotional health, Physical health, discipline, Engagement, and Participation in the form of a wellness score. If students are struggling in any of these areas after their return to school after the pandemic we will be able to monitor them closely and provide them with the needed support.
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 DIST NO 378

Applicant / Mailing Address
- PO Box 326; 204 W. Kansas
- Riley, KS 66531

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  sandyglessner@usd378.org

Applicant / Phone Number  |  785-485-4000

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.)

Application details

Full District Name  |  riley county

District Number  |  378
We offered on-campus and remote learning platforms during the 2020-21 school year. Overall, the majority of our students made progress throughout the year. However, we had a group of students that did not progress like their peers. At our grade school, 86/465 students scored in the "Somerisk or Highrisk" category on the math assessment in the fall. Only 23 of those students tested at grade level in the spring. On the reading assessment, 37/465 scored at the "Somerisk or Highrisk" category. Forty-five students scored at the "Somerisk" levels on the assessment in the spring. At our high school, 20/200 students failed a class, 8 have an IEP. The data listed above is from the Fastbridge Assessment Tool. Our high school student scores on the ACT dropped below the state average in all areas. Our students also showed social emotional effects from the pandemic. 45/465 students at our PK-8 school tested in the "Somerisk" category on the Fastbridge Assessment. This rating puts them in an at-risk category. 27/200 high school students rated themselves in the "Somerisk" category at the beginning of the school year. Overall, we had a good year considering the challenges from the pandemic. We believe some of our students need some extra practice to get back on grade level or above. Our plan to use the ESSER II funds is simple, but effective as it relates to our needs based off the data.

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

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.

$15,000 to Purchase PPE, custodial and disinfecting supplies for students and staff (ie- gloves, hand sanitizer, fogging machine, etc)\n$30,994 Hire an additional custodian to aid in disinfecting our facilities \n$83,250 Develop an After School Program (3 times/week) with Transportation- the goal is to give students extra practice on skills that they have shown are below grade level on our Reading, Math and Social Emotional assessments. Teachers and aides will be hired to work with the students in grades K-12. The team will provide a variety of activities to ensure students master the curriculum. Our district is
made of three ‘bedroom communities’ that will require us to transport our students to key locations within our district so parents will allow them to participate in the program. $60,000 Hire an At-risk Teacher- we plan to hire a reading specialist that can assist students during and after school to get them reading at or above grade level. Students will have to qualify for the service much like our Title I program. $30,000 Purchase a Primary Teacher Aide (classified person)- this person will help monitor students in PK-2 grades so the teacher tand/or Reading Specialist can work more closely with students below grade level. He/she can also work with small groups of students in the areas of Reading and Math. $40,750 Purchase Professional Development/Instructional Coach Services—provide training for our all new and struggling teachers in a one to one/small groups setting to enhance their skills. Specific emphasis will be placed on using John Hattie’s research to make more than one year’s growth within a school year. This training

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 nurses will monitor our student and staff illness and/or absence rates to validate our cleaning and disinfecting practices. We plan to use our assessment data to determine if students are making progress from our usage of ESSER II funds. Previous year’s data will be used to determine who qualifies for additional services. Teachers will assess the students throughout the year for progress. Students that did not qualify from the previous year’s data can qualify if their test scores regress during the current year. Our administrative team will use PowerSchool, ‘ce walkthrough’d, Fastbridge Math, Reading and social emotional reports to measure growth made by our teaching staff on the interventions from the professional development services

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR $76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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


34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

5 of 7
$200.305 Payment.
$200.313 Equipment.
$200.314 Supplies.
$200.318 General procurement standards.
$200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
$200.403 Factors affecting allowability of costs.
$200.404 Reasonable costs.
$200.405 Allocable costs.
$200.413 Direct costs.
$200.415 Required certifications.
$200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

Date  |  06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase supplies for students, staff and visitors (mask, hand sanitizer, wipes, etc); hand dryers</td>
<td>$7,500</td>
<td>$-</td>
<td>$7,500</td>
<td>$-</td>
<td>$-</td>
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<td>Specifics listed in Common App</td>
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<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Cleaning Services</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase supplies for our current equipment</td>
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<td>$-</td>
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<td>$-</td>
<td>-73650</td>
<td>Specifics listed in Common App</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Hire an Extra Custodian to disinfect after other custodians clean; purchase supplies for our current equipment; purchase equipment</td>
<td>$30,994</td>
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<td>$30,994</td>
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<td>$-</td>
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<td>Code</td>
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<td>Allocation</td>
<td>Instruction</td>
<td>Regular Salaries</td>
<td>11B. Planning and Implementing Supplemental After-school Programs</td>
<td>Before/After School Program; Jump Start with transportation; Summer School</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
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<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Before/After School Program; Jump Start with transportation; Summer School</td>
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<td>504-1-021-20210713</td>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>Before/After School Program; Jump Start with transportation; Summer School</td>
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<td>232-2-008-20210713</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Before/After School Program; Jump Start with transportation; Summer School</td>
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<td>$5,000</td>
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<td>$ -</td>
<td>73300</td>
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</tbody>
</table>

More information regarding summer school program; Afterschool program specifices listed in Common App, Applicant responded via telephone that there is no jumpstart/Summer School due to construction.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
<th>New At-Risk teaching position</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>73050</th>
<th>Specifics listed in Common App</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Primary grade teacher aide</td>
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<td>$</td>
<td>$</td>
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<td>Specifics listed in Common App</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase Instructional Coach Services</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>73200</td>
<td>Related to COVID-19; Response from applicant via email: Training our teachers on how to use the evidence-based practices throughout the year will give our staff ongoing opportunities to better apply their new learning on a daily basis. This is key when some students will not attend after school programs because of extracurricular activities, jobs, lack of transportation. We know for sure we can help kids make academic and social-emotional growth during the normal school day. The instructional coach will use John Hattie’s research to guide the training. She will also work directly with the principals to ensure they understand the strategies and can readily identify them in action while working with teachers.</td>
</tr>
</tbody>
</table>
### 12. Addressing learning loss among students, including vulnerable populations

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Source</th>
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<tr>
<td>Purchase Professional Services for Research based staff development and materials</td>
<td>$20,750</td>
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</table>

Staff will be trained on mental health issues to watch for in students, staff and parents. Provide health care training for administrators and staff (Employee Assistance Program from Pawnee Mental Health for staff to make self referrals, bring in local health department experts for training sessions for our staff, etc). Administrators and Directors will receive professional development on addressing mental health for students and staff.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation vehicle gas</td>
<td>$5,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Related to COVID-19; Response from applicant via email: Our student data from Fastbridge and Communities that Care surveys showed us our students regressed in social emotional areas. Plus, our counselors and social worker visits and referrals increased. Principals also shared that their numbers increased with more discussions on suicide than over the last three years.

Staff will be trained on mental health issues to watch for in students, staff and parents. Provide health care training for administrators and staff (Employee Assistance Program from Pawnee Mental Health for staff to make self referrals, bring in local health department experts for training sessions for our staff, etc). Administrators and Directors will receive professional development on addressing mental health for students and staff.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New At-Risk teaching position health insurance</td>
<td>$5,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Related to COVID-19; Response from applicant via email: Our student data from Fastbridge and Communities that Care surveys showed us our students regressed in social emotional areas. Plus, our counselors and social worker visits and referrals increased. Principals also shared that their numbers increased with more discussions on suicide than over the last three years.

Staff will be trained on mental health issues to watch for in students, staff and parents. Provide health care training for administrators and staff (Employee Assistance Program from Pawnee Mental Health for staff to make self referrals, bring in local health department experts for training sessions for our staff, etc). Administrators and Directors will receive professional development on addressing mental health for students and staff.
Applicant details

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

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

Select an Applicant Type | Unified School District
Applicant / Entity Name | USD#436-Caney Valley
Applicant / Mailing Address | 700 East Bullpup Blvd, Caney, KS 67333
Applicant / First and Last Name of Owner, CEO, or Executive Director | Blake A. Vargas
Applicant / Email Address of Owner, CEO, or Executive Director | vargas@caney.com
Applicant / Phone Number | 6208799200

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

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

Application details

Full District Name | caney valley school district
District Number | 436
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had a tremendous impact on the district and the overall community here in Caney. Through our data analysis last year, we have seen that students saw a negative impact on academic achievement and retention due to the closing of on-site instruction in the Spring of 2020. Our number of students enrolled in the district ranges from 735-750 depending on when the snapshot is taken. We knew it was very important as we returned to on-site instruction this fall and were developing our Tier 3 interventions on the academic and social emotional levels for our elementary students in particular who are showing regression due to the COVID Pandemic. As we have seen some students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this necessity to work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students was essential. We have not been able to see a disproportionate or statistical difference in sub groups, outside of our high transient population. Social and emotional impact was evident not only in our students, but the staff as well.

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

A support specialist will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for who are showing regression due to COVID. This position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss. Health Insurance, Medicare, and Unemployment Tax would be included with this cost. The creation of an After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements. Purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss. Academic software such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff. The elementary school has been without a licensed and certified counselor for the past three years, we are adding a halftime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental health services. The district is planning to provide for three extra days for our certified staff, both teachers and administrators in order to address the learning loss, including a comprehensive look at curriculum through our local lens.
BYOC, creating new material, developing strategies for lost learning, and planning for the upcoming school year in order to best address the needs of our students. Covid-19 is a deadly virus without proper cleaning and disinfecting the school is at risk for shutdown and/or remote learning. A summer opportunity for our Prek-6 grade will help close the gap and with new resources the district needs professional development to be fully prepared. Finally, we plan to send our leaders to conferences that will also provide valuable training and resources.

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

The district will track pre and post data in order to directly ascertain the positive impact of these interventions. We will also use surveys as necessary to gauge interventions that are not academic in nature.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
   - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a)
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

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

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.

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

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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


34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

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

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


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

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

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and
assistance to parents and families on how they can effectively support students, including in a distance learning environment. 

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

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

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

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

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

Certification

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

Electronic Signature | Blake A. Vargas

Date | 07/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Description</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>436-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>The Support Specialist in USD#436 Caney Valley will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.</td>
<td>35,000</td>
<td>-</td>
<td>35,000</td>
<td>-</td>
<td>-</td>
<td>Need moved to FY2022- Impacts approximately 390 students in grades K-6</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Social Security Tax/Medicare New Elementary Support Specialist</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>3,000</td>
<td>$</td>
<td>-</td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Unemployment Tax New Elementary Support Specialist</td>
<td>$</td>
<td>100</td>
<td>-</td>
<td>$</td>
<td>100</td>
<td>$</td>
<td>-</td>
<td>$</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements in order to close achievement gaps due to Covid.</td>
<td>$</td>
<td>7,800</td>
<td>-</td>
<td>$</td>
<td>7,800</td>
<td>$</td>
<td>-</td>
<td>$</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Supplies Technology Related</td>
<td>In order to provide continued connectivity to our students in USD#436 - the purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss that occurred as a result of the pandemic. Academic software that will also target learning loss such as NearPod, MobyMax, Edgenuity, No</td>
<td>$</td>
<td>150,000</td>
<td>-</td>
<td>$</td>
<td>50,000</td>
<td>$</td>
<td>50,000</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Psychological Services</td>
<td>Regular Certified Salaries</td>
<td>The elementary school has been without a licensed and certified counselor for the past three years, we are adding a halftime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental</td>
<td>$</td>
<td>126,000</td>
<td>-</td>
<td>$</td>
<td>42,000</td>
<td>$</td>
<td>42,000</td>
<td>$</td>
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<td>Project Number</td>
<td>Type of Support</td>
<td>Activity Description</td>
<td>Funding Requested (USD)</td>
<td>Funding Allocated (USD)</td>
<td>Funding Available (USD)</td>
<td>Remaining Funding (USD)</td>
<td>Funding Source Code</td>
<td>Notes</td>
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<tr>
<td>436-1-008-20210810</td>
<td>Eligible Direct Allocation Instruction Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$168,000</td>
<td>$ -</td>
<td>$56,000</td>
<td>$56,000</td>
<td>77-1000-111-000</td>
<td>Need moved to FY2022-plan interventions to address the loss we have seen due to the impact of Covid</td>
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<tr>
<td>436-1-009-20210810</td>
<td>Eligible Direct Allocation Operation of Buildings Cleaning Supplies and Chemicals</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>$15,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$5,000</td>
<td>77-2610-618-000</td>
<td>Removed $5,000 from SFY 2021-- Supplies for cleaning. Allowable if CDC guidelines are met.</td>
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<tr>
<td>436-1-010-20210810</td>
<td>Eligible Direct Allocation Instruction Summer School</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$15,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$5,000</td>
<td>77-1000-949-000</td>
<td>Removed $5,000 from SFY 2021-Approximately 5 teachers and around 200 students estimated. Runs month of June, 4 days a week, all day sessions.</td>
<td></td>
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</tr>
<tr>
<td>436-1-011-20210810</td>
<td>Eligible Direct Allocation Instructional Staff Training Services Professio nal Development</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$30,000</td>
<td>$ -</td>
<td>$10,000</td>
<td>$10,000</td>
<td>77-2213-946-000</td>
<td>Removed $10,000 from SFY 2021-Approximately 63 teachers will participate in this professional development.</td>
<td></td>
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</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District
---|---
Applicant / Entity Name | USD 461 Neodesha

Applicant / Mailing Address
522 Wisconsin PO Box 88
Neodesha, KS 66757

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

Applicant / Email Address of Owner, CEO, or Executive Director | jerickson@usd461.org

Applicant / Phone Number | 6203252610

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

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

Application details

Full District Name | Neodesha
---|---
District Number | 461
USD 461 started school in August on our original start date and we have been in session each day. While we have had staff and students who have had to quarantine, we have managed to keep educating our students. We did have a small number of students who chose to go remotely at the beginning of the school year. Most of our remote families came back to school full time. We have continued to have our staff and students take precautions of wearing masks, washing hands, and using hand sanitizer on a regular basis. Our custodial staff has taken extra cleaning precautions along with our bus drivers and food service staff. We had students who were exposed to the COVID-19 virus who had to quarantine. We had classrooms that had to go to a modified quarantine, but our district never had to shut down or go remotely. We are proud that we were able to make the adjustments necessary to keep our students in school. As a district, we had 30 staff who tested positive during the 202-2021 school year and 61 students. We had 44 quarantined staff and 391 quarantined students. We had 6 classrooms that were placed in a modified quarantine and 175 students in a modified quarantine. Positive persons were isolated for 10 days per the Wilson County Health Department protocol. Quarantined individuals had varied exposure but generally, from relatives unless the whole class was quarantined. Some students/staff were quarantined more than once.

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...

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.

Neodesha Schools proposes to use its ESSER II funding to staff additional positions that have been needed during the COVID-19 pandemic. We found out early on that an additional school nurse was necessary and hired one to help oversee the two elementary buildings. The additional lunch server, bus driver, and custodian are necessary due to the additional work needed in all the areas to help meet student needs. Substitutes were very hard to locate during the pandemic so we will contract a long-term substitute who will fill needed substitute positions first. We would like to add a full-time counselor/social worker to help address the social-emotional needs of our students along with a Pre-K 3-Year-Old Classroom Teacher. It became obvious very early on, that our students are lacking the experiences necessary to start school. This is a way to give
our students a jump start on their education and the skills they are lacking due to the pandemic. We will maintain technology upgrades with our 1:1 Chromebooks for our students in grades 1-12 and iPads in Pre-K and Kindergarten. An additional technology position will help keep up with the increased needs of both staff and students. The Greenbush EDTECH Academy Services provides ongoing professional development. We will continue to look at Social-Emotional materials and curriculum that help meet the needs of our students. To help close any learning gaps, MS/HS Summer Credit Recovery classes will be offered in 2022. Community in Schools helps to provide mental health supports to our students and staff. We have allocated funding for an outdoor stage for graduations, outdoor classroom materials, PPE equipment, and cleaning supplies. Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services.

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

2021-2022 school year will be the 5th year of USD #461 Neodesha Public Schools District Strategic Plan and our 5 Year KESA Plan. We will continue to use the Kansas Vision for Education as a means to determine the impact of the ESSER II funding. Our District Strategic Plan Goals involve Early Childhood, External Collaboration, Career Exploration and Preparation, Advertisement and Showcase, District Facilities and Equipment, Professional Learning Communities (ALL N) along with the Neodesha Promise.

USD #461 Neodesha KESA Goals are the following:

1. Relevance: To create a learning environment where students and teachers are engaged behaviorally, emotionally, and cognitively so we can develop 21st-century learning by integrating technology into the classroom by the year 2022.
2. Responsive Culture: To strengthen our responsive culture through collaboration and communication of all stakeholders by the year 2022 as measured by social-emotional growth, Individual Plans of Study, High School Graduation, and Postsecondary 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.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:


Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Date                   | 06/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenses ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>461-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Additional nurse due to quarantine guidelines and tracking and overall health and safety of the students and staff.</td>
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<td>$0</td>
<td>$55,000</td>
<td>$0</td>
<td>$0</td>
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<td>Per narrative, “Neodesha Schools proposes to use its ESSER II funding to staff additional positions that have been needed during the COVID-19 pandemic. We found out early on that an additional school nurse was necessary and hired one to help oversee the two elementary buildings”</td>
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<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
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<td>Additional Food Service employee due to different packaging and distribution of food.</td>
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<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Additional bus route due to spacing of students and additional cleaning requirements.</td>
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<td>Operation &amp; Maintenance of Plant</td>
<td>Full-Time Non-Certified Salaries</td>
<td>Additional Custodian due to additional cleaning requirements</td>
<td>Total</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$26,000</td>
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**Per narrative, “We would like to add a full-time counselor/social worker to help address the social-emotional needs of our students along with a Pre-K 3-Year-Old Classroom Teacher. It became obvious very early on, that our students are lacking the experiences necessary to start school. This is a way to give our students a jump start on their education and the skills they are lacking due to the pandemic.”**
<table>
<thead>
<tr>
<th>Application Number</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Non-Certified Salaries</th>
<th>Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</th>
<th>Additional PreK para to assist in the additional PreK classroom</th>
<th>Total Cost</th>
<th>Federal Share</th>
<th>LEA Share</th>
<th>District Share</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
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<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>Additional PreK para to assist in the additional PreK classroom</td>
<td>$ 22,000</td>
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<td>Support Services (Students)</td>
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<td>10. Providing mental health services and supports</td>
<td>Additional counselor/social worker at North Lawn to address social/emotional needs</td>
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<td>Support Services - Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Technology upgrades for Chromebooks</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Additional tech position for elementary schools due to 1:1 device throughout district</td>
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<td>Operation &amp; Maintenance of Plant</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Additional cleaning supplies &amp; PPE equipment</td>
<td>8. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>9. Purchasing supplies to sanitize and clean LEA and school facilities</td>
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<td>Additional cleaning supplies &amp; PPE equipment</td>
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<td>Supplies &amp; Materials</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional materials/curriculum for services and support</td>
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<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Middle School / High School Summer Credit recovery</td>
<td>$ 15,000</td>
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<td>E &amp; S 2</td>
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<td>Direct Allocation</td>
<td>Instruction Purchase</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>Greenbush Specials in literacy and instruction - Professional Development &amp; Training (Janet Rehmert) to address the needs of special populations.</td>
<td>$ 45,000</td>
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<td>Per narrative, “Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention &amp; Response Services, Environmental Compliance, and Student Enrichment Services.”</td>
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<td>461-1-015-20210810</td>
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<td>Support Services (Students)</td>
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<td>Community in Schools (Miranda Carpenter) for mental health services and support</td>
<td>$ 15,000</td>
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<td>Per narrative, “Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention &amp; Response Services, Environmental Compliance, and Student Enrichment Services.”</td>
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<td>Document ID</td>
<td>Eligible</td>
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<td>Instruction Equipment</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Stage for outdoor graduations to allow more attendees to space out</td>
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<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Outdoor classroom materials to develop and implement procedures and systems to improve the preparedness and response efforts of local education agencies</td>
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</tbody>
</table>

June 22, per applicant, "1) Revision: USD 461 has spent a rather large amount of money on outdoor classroom items and this could be another item to really spruce up the outdoor classrooms that are needed as a result of COVID. It also gives our schools another teaching location and an area to split classes into smaller groups which are highly recommended by the CDC. Anytime we can get students outdoors to learn is a plus, especially during a pandemic. The fresh air is essential to our students as a result of the COVID-19 pandemic." Prior response, per applicant, "The outdoor stage can be used for many items in relation to COVID-19. This stage can be used for outdoor graduation, outdoor plays, outdoor music concerts, and outdoor student presentations of any kind. This stage is portable and will work in conjunction with our outdoor classroom spaces but will elevate students while being on the ground for better viewing purposes of parents and community members who are in attendance. We have added outdoor areas to each of our schools so our students and parents can continue to involved in their child’s education even during the COVID-19 pandemic to ensure there is not a learning loss for our students. As noted in our parent surveys given in April 2021, our parents have missed being in the buildings and seeing their child(ren) perform in school events. In thinking outside the box in many areas, we are trying to find ways to prevent learning losses and learning experiences for our students."
<table>
<thead>
<tr>
<th>461-1-018-20210810</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Debt Service &amp; Miscellaneous</th>
<th>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</th>
<th>EdTech allows the district to plan implementation activities related to COVID-19.</th>
<th>$600</th>
<th>-</th>
<th>$600</th>
<th>-</th>
<th>06-1000-800</th>
<th>Per narrative, “The Greenbush EDTECH Academy Services provides ongoing professional development.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>461-1-019-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Debt Service &amp; Miscellaneous</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>This will allow the district to plan for remote learning throughout the district.</td>
<td>$8,823</td>
<td>-</td>
<td>$8,823</td>
<td>-</td>
<td>08-1000-800</td>
<td>June 22, per applicant, “The School Improvement Services that are provided by Greenbush on a regular basis help us to meet our KESA goals and our District Strategic Plan Goals. We also attend the weekly Superintendent and weekly curriculum meetings so we can ensure we are implementing the Kansas Vision for Education during the COVID-19 pandemic. These services are essential for smaller districts to have access to so we don’t have our students or staff fall behind or have a learning loss during the pandemic. We will continue to meet with the Greenbush staff to implement teaching strategies and activities to ensure that we are meeting state standards and also to ensure there is not a learning loss for our Bluestreak students during the pandemic.”</td>
</tr>
<tr>
<td>461-1-020-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students) Debt Service &amp; Miscellaneous</td>
<td>10. Providing mental health services and supports</td>
<td>Crisis prevention and response will help the district be ready to handle difficult situations as they occur.</td>
<td>$2,100</td>
<td>-</td>
<td>$2,100</td>
<td>-</td>
<td>06-2100-800</td>
<td>Per narrative, “Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention &amp; Response Services, Environmental Compliance, and Student Enrichment Services.”</td>
</tr>
<tr>
<td>461-1-021-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Debt Service &amp; Miscellaneous</td>
<td>10. Providing mental health services and supports</td>
<td>Environment compliance consortium ensures a safe and healthful school environment including indoor quality testing, asbestos inspections, playground safety inspections, etc.</td>
<td>$2,250</td>
<td>-</td>
<td>$2,250</td>
<td>-</td>
<td>08-2600-800</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
<td>-----</td>
<td>----------</td>
</tr>
</tbody>
</table>

Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services." Per applicant, "This Greenbush Environmental Compliance Consortium is attended monthly by our Director of Maintenance and Operations. Many COVID-19 concerns and strategies are shared and discussed during these meetings with other custodians from around the Southeast Kansas area. This helps to meet item 10 Mental Health Services and Supports by allowing staff to discuss what is working in each district and what is not working in each district on a monthly basis. Greenbush staff also share updated CDC guidelines and important information with this team which then is brought back to USD 461 Neodesha and implemented in our facilities. This helps to ensure that we are keeping our students and staff safe during the COVID-19 pandemic. When staff and students feel safe then teaching and learning can occur, especially during a pandemic. We are doing all we can do to help prevent learning losses for our students. We also want to ensure staff that we are doing all we can do to keep the teaching environment clean and safe during the pandemic."

<table>
<thead>
<tr>
<th>461-1-022-20210810</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Debt Service &amp; Miscellaneous</th>
<th>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</th>
<th>Student enrichment services standard will allow the district to prepare for remote learning.</th>
<th>$9,950</th>
<th>-</th>
<th>$9,950</th>
<th>-</th>
<th>08-1000-800</th>
</tr>
</thead>
</table>

Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services."
| Eligible Direct Allocation | Instruction | 0 | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Premium pay for all staff members of $500 to be paid once during the 2021-2022 school year to show gratitude to all district employees who put their own health needs aside to keep our schools open to continue education. | $80,000 | $- | $80,000 | $- | $- | 06-1000-118 | Per applicant, the incentive regarding the premium pay is staff retention. |
### DISTRICT PROFILES

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)¹</th>
<th>Total Public School Students</th>
<th># FRPL students</th>
<th>Total FRPL students Approved for Free- or Reduced-Price Lunch²</th>
<th>Total Direct and True Up Allocation</th>
<th>Total Requested</th>
<th>% Requested of Total Allocation</th>
<th>Total Eligible</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>232</td>
<td>De Soto</td>
<td>7,016</td>
<td>7016</td>
<td>748</td>
<td>11%</td>
<td>$2,103,557</td>
<td>$1,525,071</td>
<td>72%</td>
<td>$1,525,071</td>
<td>100%</td>
<td>$217</td>
</tr>
<tr>
<td>2</td>
<td>266</td>
<td>Maize</td>
<td>7,114</td>
<td>7614</td>
<td>1641</td>
<td>22%</td>
<td>$2,134,675</td>
<td>$2,134,675</td>
<td>100%</td>
<td>$2,134,675</td>
<td>100%</td>
<td>$300</td>
</tr>
<tr>
<td>3</td>
<td>314</td>
<td>Brewster</td>
<td>121</td>
<td>134.00</td>
<td>47.00</td>
<td>35%</td>
<td>$58,546</td>
<td>$58,546</td>
<td>100%</td>
<td>$58,546</td>
<td>100%</td>
<td>$484</td>
</tr>
<tr>
<td>4</td>
<td>341</td>
<td>Oskaloosa Public Schools</td>
<td>568</td>
<td>587.00</td>
<td>299</td>
<td>51%</td>
<td>$362,808</td>
<td>$255,365</td>
<td>70%</td>
<td>$255,365</td>
<td>100%</td>
<td>$450</td>
</tr>
<tr>
<td>5</td>
<td>348</td>
<td>Baldwin City</td>
<td>1,267</td>
<td>1,290.00</td>
<td>345</td>
<td>27%</td>
<td>$438,341</td>
<td>$438,341</td>
<td>100%</td>
<td>$438,341</td>
<td>100%</td>
<td>$346</td>
</tr>
<tr>
<td>6</td>
<td>375</td>
<td>Circle</td>
<td>1,894</td>
<td>1,926.00</td>
<td>547</td>
<td>28%</td>
<td>$717,550</td>
<td>$717,550</td>
<td>100%</td>
<td>$717,550</td>
<td>100%</td>
<td>$370</td>
</tr>
<tr>
<td>7</td>
<td>387</td>
<td>Altoona-Midway</td>
<td>163</td>
<td>165.00</td>
<td>112</td>
<td>68%</td>
<td>$172,964</td>
<td>$172,964</td>
<td>100%</td>
<td>$172,964</td>
<td>100%</td>
<td>$1,064</td>
</tr>
<tr>
<td>8</td>
<td>429</td>
<td>Troy Public Schools</td>
<td>310</td>
<td>313.00</td>
<td>82</td>
<td>26%</td>
<td>$123,350</td>
<td>$123,350</td>
<td>100%</td>
<td>$123,350</td>
<td>100%</td>
<td>$396</td>
</tr>
<tr>
<td>9</td>
<td>443</td>
<td>Dodge City</td>
<td>6,772</td>
<td>6,930.00</td>
<td>5507</td>
<td>80%</td>
<td>$4,566,781</td>
<td>$3,791,498</td>
<td>83%</td>
<td>$3,791,498</td>
<td>100%</td>
<td>$565</td>
</tr>
<tr>
<td>10</td>
<td>503</td>
<td>Parsons</td>
<td>1,243</td>
<td>1,301.00</td>
<td>945</td>
<td>73%</td>
<td>$2,075,087</td>
<td>$718,000</td>
<td>35%</td>
<td>$718,000</td>
<td>100%</td>
<td>$578</td>
</tr>
<tr>
<td>11</td>
<td>504</td>
<td>Oswego</td>
<td>433</td>
<td>442.00</td>
<td>279</td>
<td>63%</td>
<td>$373,104</td>
<td>$373,104</td>
<td>100%</td>
<td>$373,104</td>
<td>100%</td>
<td>$862</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26,900</td>
<td>27,782</td>
<td>10,552</td>
<td>38%</td>
<td>$13,126,763</td>
<td>$10,308,464</td>
<td>79%</td>
<td>$10,308,464</td>
<td>100%</td>
<td>$383</td>
</tr>
</tbody>
</table>

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.
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 232 - De Soto
Applicant / Mailing Address
35200 W. 91st Street  
De Soto, KS 66018

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Frank Harwood
Applicant / Email Address of Owner, CEO, or Executive Director  |  fharwood@usd232.org
Applicant / Phone Number  |  913-667-6200

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)  |  usd232.org

Applicant / Mission Statement (if applicable)
USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.
Application details

Full District Name | de soto
District Number | 232
Mailing Address | 35200 w 91st street
Mailing City | de soto
Mailing Address | 66018
Authorized Representative of the District | frank harwood
Authorized Representative of the District | superintendent
Authorized Representative of the District | fharwood@usd232.org
Authorized Representative of the District | +19136676200

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

Other District Representative 1 | acater@usd232.org
Other District Representative 2 | mhite@usd232.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 led to 201 students opting-out of state testing (KAP, KELPA2, and DLM), an increase of 95.7% from the 2019-2020 school year. Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. This indicates a second gap in trend data that will make instructional data measure decisions more intricate moving forward. High school students in need of summer school and credit recovery rose from 31 to 113 this year; an increase of 233%. Summer school includes middle school students in need of skill recovery. With the exception of graduates, these students need continued monitoring, as they are at-risk in multiple aspects. Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programing.

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.

Remaining ESSER I funds are being used for summer school programs in 2021 as well as purchasing resources for 2021-22. Additionally some funds are being used for reimbursement of previous expenses.

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


Coordination of preparedness and 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 232 experienced achievement concerns resulting from COVID-19. Students and teachers were in full-remote, optional remote, hybrid, and in-person learning platforms throughout the 2020-2021 school year after completing the final quarter of the 2019-2020 year fully remote. Approximately 22% of USD 232 students were in optional remote learning. District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional supports for mental wellness. The impact of COVID-19 led to 201 students opting-out of state testing (KAP, KELPA2, and DLM), an increase of 95.7% from the 2019-2020 school year. Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. This indicates a second gap in trend data that will make instructional data measure decisions more intricate moving forward. High school students in need of summer school and credit recovery rose from 31 to 113 this year; an increase of 233%. Summer school includes middle school students in need of skill recovery. With the exception of graduates, these students need continued monitoring, as they are at-risk in multiple aspects. Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

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

District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional supports for mental wellness.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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

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

(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”

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

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

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)
34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]
34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

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

(Authority: 20 U.S.C. 1232f)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the
Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Providing mental health services and supports.

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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     | Frank Harwood
Date                     | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<tr>
<td>232-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for a District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$ 158,493</td>
<td>$ -</td>
<td>$ 78,268</td>
<td>$ 80,225</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19.</td>
<td>$ 193,920</td>
<td>$ -</td>
<td>$ 96,000</td>
<td>$ 97,920</td>
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<td>232-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.</td>
<td>$ 121,500</td>
<td>$ -</td>
<td>$ 60,000</td>
<td>$ 61,500</td>
<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Salary and benefits for staff providing summer school activities to help students recover credits or skills disrupted due to COVID-19.</td>
<td>$ 16,179</td>
<td>$ 16,179</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. Achieve 3000 offers reading comprehension diagnostics and leveled, engaging texts, as well as math resources that extend past basic Algebraic skills.</td>
<td>$ 29,900</td>
<td>$ -</td>
<td>$ 29,900</td>
<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. The ALEKS program will be offered as a Tier 3 math intervention.</td>
<td>$ 680</td>
<td>$ -</td>
<td>$ 680</td>
<td>$ -</td>
<td>$ -</td>
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<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19.</td>
<td>$ 316,985</td>
<td>$ -</td>
<td>$ 156,536</td>
<td>$ 160,449</td>
<td>$ -</td>
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<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for a half-time At-Risk teacher to assist students that have fallen behind due to COVID-19.</td>
<td>$ 60,750</td>
<td>$ -</td>
<td>$ 30,000</td>
<td>$ 30,750</td>
<td>$ -</td>
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<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for two teachers to reduce class sizes at specific grades to allow for more distancing due to COVID-19.</td>
<td>$120,000</td>
<td>$-</td>
<td>$120,000</td>
<td>$-</td>
<td>$-</td>
<td>80E10001 1009600 2</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for additional contract days for District Instructional Specialists to provide additional mentoring support to first and second year teachers needed due to learning loss during COVID-19.</td>
<td>$11,360</td>
<td>$-</td>
<td>$5,680</td>
<td>$5,680</td>
<td>$-</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for a District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$131,625</td>
<td>$-</td>
<td>$65,000</td>
<td>$66,625</td>
<td>$-</td>
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<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$121,500</td>
<td>$-</td>
<td>$60,000</td>
<td>$61,500</td>
<td>$-</td>
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<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services - Instruction</td>
<td>Professional Employee Training and Development Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades PreK-2, thus effecting intermediate levels, due to Covid-19.</td>
<td>$93,631</td>
<td>$46,816</td>
<td>$46,816</td>
<td>$-</td>
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<tr>
<td>232-2-008-20210810</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services - Instruction</td>
<td>Professional Employee Training and Development Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Effective PLC's are key in determining and addressing student learning loss due to COVID-19.</td>
<td>$99,000</td>
<td>$99,000</td>
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<td>232-2-009-20210810</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Due to Covid-19, we have increased emphasis on awareness and monitoring of student social-emotional wellness and development. Additional, updated SEL resources will provide greater accessibility for staff instruction.</td>
<td>$49,547</td>
<td>$49,547</td>
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</tr>
</tbody>
</table>

Spoke with Supt to obtain additional detail on this item. The district will be paying 2 consultants to provide coaching to building level PLCs to analyze data and create plans to deliver interventions due to learning loss from Covid. Two different consultants; one for elementary, one for secondary. They will work throughout the school year to provide PLC coaching in all buildings in the district.
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

- Maize Public Schools

Applicant / Mailing Address

- 905 W Academy Ave
  - Maize, KS 67101

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

- Dr. Chad Higgins

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

- chiggins@usd266.com

Applicant / Phone Number

- 316-722-0614

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

- Maize

District Number

- 266
Mailing Address | Street Address  | 905 W. Academy Ave
Mailing | City  | Maize
Mailing Address | Zip Code  | 67101
Authorized Representative of the District | Name  | Matt Morford
Authorized Representative of the District | Position or Title  | Chief Financial Officer
Authorized Representative of the District | Email Address  | mmorford@usd266.com
Authorized Representative of the District | Phone Number  | +13167220614
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 Maize School District has identified the following areas of impact related to the COVID-19 pandemic: reading and math scores indicate that early literacy was impacted dramatically. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. Additionally, math scores dropped in comparison to previous years in grades K, 2, and 3 data also indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year. State Assessment scores indicate a dip in the area of writing, likely due to the challenges of remote learning. Our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. The number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. BASC/BESS social-emotional screener indicate a need for a tiered system of supports for social-emotional learning character development. A concerning number of students were identified as having elevated risk and extremely elevated risk. Our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses.

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

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


Coordination of preparedness and 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 continue 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 Maize School District will determine the impact of ESSER II expenditures through an analysis of multiple data sources, including but not limited to: AIMSweb reading and math benchmark scores, administered in the fall, winter, and spring annually (2018-19 through 2023-24) English language arts and math state assessment data (2018-19 through 2023-24) Student grades, specifically the number of students earning Ds and Fs (multi-year data) concerning the number and intensity of referrals to the Mental Health Intervention Team. BASC/BESS social-emotional screener data (2020-21 through 2023-24) Graduation rate data discipline referral Teacher retention data.

The Maize School District proposes the following expenditures to address the needs listed above: Additional staff, including a professional learning coordinator, a district health coordinator, MTSS paraprofessionals, and intervention teachers. Salaries for summer school principals, teachers, paraprofessionals, nurses, and clerical staff. Transportation expenses for summer school. One one-time lump sum premium pay bonus for staff members who worked throughout the pandemic and have
agreed to return for the 21-22 school year. Capturing Kids Hearts Premium subscriptions to support professional learning. No-Gillingham (science of reading) training for 50 teachers. Graduate tuition for LETRS (Language Essentials for Teachers of Reading and Spelling) Facilitator Training for 12-16 teacher leaders. Mental Health First Aid training of trainers for up to 16 staff members Mental Health First Aid curriculum for all licensed staff members Free credit recovery courses for students School-based health clinic in partnership with the University of Kansas School of Medicine Panorama Education data dashboard subscriptions in Tier 2 and Tier 3 math and reading curriculum resources for secondary schools Salary payments for transportation and food service employees who were paid during remote learning in FY21. Salary payments for employees with COVID-related absences and the substitutes required to fill those absences.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)


34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)


34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

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

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

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

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  | Matt Morford
Date  | 07/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendatio n</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>266-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Additional CKI tools: Purchase Capturing Kids Hearts Premium for 12 schools in order to improve Tier I interventions in order to support teachers in relationship-building and SEL strategies. This has potential to impact all 7500 students in the district. Data from the BASC/BESS social-emotional screener indicate a need for a tiered system of supports for social-emotional learning/character development. A concerning number of students were identified as having elevated risk and extremely elevated risk due to the COVID pandemic.</td>
<td>$30,000</td>
<td>-</td>
<td>$30,000</td>
<td>-</td>
<td>-</td>
<td>07 E 1000 610 0022 001</td>
<td>Impacts approximately 7600 students and 700 staff members</td>
</tr>
<tr>
<td>266-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>6th grade MTSS paraprofessionals: Hire 6 paras (at $15K per year) - work with students in small groups, tiered math and reading interventions. This has potential to impact approximately 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.</td>
<td>$90,000</td>
<td>-</td>
<td>$90,000</td>
<td>-</td>
<td>-</td>
<td>07 E 1000 121 0022 001</td>
<td></td>
</tr>
</tbody>
</table>


### 266-1-003-20210810
- Eligible: Yes
- Direct Allocation: Yes
- Instruction: Regular Certified Salaries
- 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- Intervention Teachers (Int. Schools): Hire 4 teachers (at $55K per year) - work with students in small classes, focusing on reading and math intervention. This has potential to impact 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.
- $220,000

### 266-1-004-20210810
- Eligible: Yes
- Direct Allocation: Yes
- Instruction: Full-Time Non-Certified Salaries
- 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- Intervention Paras (Int. Schools): Hire 4 paras (at $20K per year) - work with students in small groups, tiered interventions. This has potential to impact 200 students per year. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.
- $80,000

### 266-1-005-20210810
- Eligible: Yes
- Direct Allocation: Yes
- Instruction: Full-Time Non-Certified Salaries
- 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
- Intervention Paras (7-12): Hire 6 paras (at $20K per year) - work with students in small groups, tiered interventions, develop executive functioning skills - 2 FTE/MS, 1 FTE/HS. Due to the COVID pandemic, our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. This has potential to impact 200 students in the middle schools and approx. 370 students in the high schools.
- $120,000
### 266-1-006-20210810

**Eligible** | **Direct Allocation** | **Instruction** | **Purchased Professional & Technical Services** | **3. Providing principals and other school leaders with resources to address individual school needs**<br>LETTRS Training, Orton Gillingham, etc.: Orton Gillingham Training: 50 teachers @ $500 OG ($25k) / Subs ($30k)  LETRS Training to become trainers for our teachers: College credit reimbursement ($45k) The goal is to create a sustainable program for continued training in the science of reading to address early literacy. AIMSweb reading and math scores indicate that early literacy was impacted dramatically by COVID-19. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. This will impact approximately 1250 students by building the capacity of their teachers to support early literacy and early intervention. | **$ 100,000** | **$ -** | **$ 100,000** | **$ -** | **$ -** | **07 E 1000 300 0022 001**

### 266-1-007-20210810

**Eligible** | **Direct Allocation** | **Instruction** | **Purchased Professional & Technical Services** | **3. Providing principals and other school leaders with resources to address individual school needs**<br>Mental Health First Aid: Onsite training to train our own trainers - $26,000 for 16 staff. (Aug/Sept) / $4,000 for subs - These trainers will train all teachers during October PD day. The number of referrals to our Mental Health Intervention Team has increased dramatically this spring due to lasting effects of the COVID pandemic. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This would impact 16 trainers and their potential to impact 700+ staff members. The professional learning has the potential to impact all of our 7500 students. | **$ 30,000** | **$ -** | **$ 30,000** | **$ -** | **$ -** | **07 E 1000 300 0022 001**

### 266-1-008-20210810

**Eligible** | **Direct Allocation** | **Instruction** | **Purchased Professional & Technical Services** | **4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery**<br>Dropout prevention: Hire 1 para at MCA & 1 para at CHSM (2 x $20k). Due to the COVID, our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses. This has potential to impact approx. 125 high school students. | **$ 40,000** | **$ -** | **$ 40,000** | **$ -** | **$ -** | **07 E 1000 300 0022 001**
<p>| Code            | Eligible Direct Allocation | Instruction Support Services - (Students) | Full-Time Certified Salaries | Full-Time 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 | Pay for a course monitor separately to make credit recovery free for the students during Summer 2021 (eliminate $30/mo). Our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses during the COVID pandemic. This has potential to impact approx. 125 high school students. | $2,000 | $- | $2,000 | $- | $- | 07 E 1000 111 0022 001 |
|-----------------|---------------------------|------------------------------------------|-------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------| $2,000 | $- | $2,000 | $- | $- | 07 E 2000 121 0022 001 |
| 266-1-010-20210810 | Eligible Direct Allocation | Support Services - Instruction          | Full-Time Non-Certified Salaries | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Hire additional technology staff to support teaching and learning for those students who must continue learning from home during periods of illness or quarantine due to positive COVID cases. It is expected that the district will have a continuous rotation of students from various grade levels that will need supported by teachers and technology. | $45,375 | $- | $45,375 | $- | $- | 07 E 0020 140 0022 001 |
| 266-1-011-20210810 | Eligible Direct Allocation | Support Services (Students)              | Full-Time Certified Salaries    | 10. Providing mental health services and supports | Hire 'clinical' therapist, 2 mental health liaisons. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to impact approx. 130 5th-12th grade students. | $210,000 | $- | $210,000 | $- | $- | 07 E 2100 110 0022 001 |
| 266-1-012-20210810 | Eligible Direct Allocation | Instruction Other Purchased Services     | 10. Providing mental health services and supports | 5 half-day on-site health clinics (PCP, psychiatric/therapist, SW, other) in partnership with KU School of Medicine to support physical and mental health of our students created by the COVID pandemic. This has potential to impact approx. 500-1000 students based on a recent community survey. | $228,000 | $- | $228,000 | $- | $- | 07 E 1000 500 0022 001 |
| Eligible Direct Allocation Instruction Full-Time Non-Certified Salaries | 10. Providing mental health services and supports | Hire 3 paras to support mental health and behavior intervention. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to directly impact approx. 50 PreK-4 students. | $60,000 | $ - | $60,000 | $ - | $ - | 07 E 1000 121 0022 001 |
|---|---|---|---|---|---|---|---|
| Eligible Direct Allocation Instruction Other Purchased Services | 10. Providing mental health services and supports | Hire a District Health Coordinator to coordinate health services across the district and throughout community. This position is necessary in order to connect the multitude of services available in the district and to ensure that students are matched with the appropriate service providers that can address concerns created by the COVID pandemic. | $80,000 | $ - | $80,000 | $ - | $ - | 07 E 1000 500 0022 001 |
| Eligible Direct Allocation Instruction Other Purchased Services | 10. Providing mental health services and supports | Train all teachers in Mental Health First Aid during Oct PD day - (Materials estimate). Due to the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This would impact 700+ staff members. The professional learning has the potential to impact all of our 7500 students. | $19,500 | $ - | $19,500 | $ - | $ - | 07 E 2500 500 0022 001 |
| 266-1-016-20210810 | Eligible | Direct Allocation | Instruction Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School: Elementary staffing &amp; extra duty pay. AIMSweb reading and math scores indicate that early literacy was impacted dramatically due to the COVID pandemic. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. Additionally, math scores dropped in comparison to previous years in grades K, 2, and 3. Approximately 500 students benefitted from 45 hours of intervention during the summer of 2021. Each summer school session was held three hours per day, five days per week for three weeks. | $ 88,000 | $ 88,000 | $ - | $ - | $ - | 07 E 1000 111 0022 001 |
| 266-1-017-20210810 | Eligible | Direct Allocation | Instruction Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School: Secondary staffing &amp; extra duty pay. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic. State Assessment scores indicate a dip in the area of writing, likely due to the challenges of remote learning. Our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. Approximately 160 students benefitted from 45 hours of intervention during the summer of 2021. Each summer school session was held three hours per day, five days per week for three weeks. | $ 101,000 | $ 101,000 | $ - | $ - | $ - | 07 E 1000 111 0022 001 |
| Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 11A. Planning and implementing summer learning or enrichment programs | Summer School: materials/incentives for summer school ($500 for 7-12). AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic. State Assessment scores indicate a dip in the area of writing, likely due to the challenges of remote learning. Our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. Approximately 160 students benefitted from these materials during the summer of 2021. | $500 | $500 | $ - | $ - | $ - | $ - |
| --- | --- | --- | --- | --- | 07 E 1000 610 0022 001 |
| Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Secondary summer staff academy (7-12). Our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses throughout the COVID pandemic. Approximately 25 staff members and 160 students were impacted during summer school 2021. | $4,000 | $4,000 | $ - | $ - | $ - | $ - |
| Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | Panorama adoption to compile student academic and mental health data. This will be used to identify areas of instruction and mental health needs created by the COVID pandemic. This data dashboard will support the work of our MTSS teams and General Education Intervention teams by reporting student academic data and student behavior data all in one place. This expenditure will benefit all 7500 students in the district. | $71,300 | $ - | $71,300 | $ - | $ - | $ - |
| --- | --- | --- | --- | --- | 07 E 1000 610 0022 001 |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>266-1-021-20210810</td>
<td>Eligible Direct Allocation</td>
<td>General Supplies and Materials (includes computer software) 12. Addressing learning loss among students, including vulnerable populations Intr/Middle School MTSS materials to support learning loss created by the COVID pandemic. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year. Approximately 400 students will benefit from this expenditure.</td>
</tr>
<tr>
<td>266-2-001-20210810</td>
<td>Eligible True Up Allocation</td>
<td>Instruction Full-Time Certified Salaries 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Payments / salary for employees who were absent or could not work due to COVID</td>
</tr>
<tr>
<td>266-2-002-20210810</td>
<td>Eligible True Up Allocation</td>
<td>Vehicle Operation Full-Time Non-Certified Salaries 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Payments / salary for employees who were absent or could not work due to COVID</td>
</tr>
<tr>
<td>266-2-003-20210810</td>
<td>Eligible True Up Allocation</td>
<td>Food Services Operations Full-Time Non-Certified Salaries 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Payments / salary for employees who were absent or could not work due to COVID</td>
</tr>
</tbody>
</table>

80 staff members
<table>
<thead>
<tr>
<th>Eligible</th>
<th>True Up Allocation</th>
<th>Instruction</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Intr/Middle School MTSS curriculum materials for Tiers 2 and 3. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year.</th>
<th>$30,066</th>
</tr>
</thead>
<tbody>
<tr>
<td>True Up</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$30,066</td>
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<tr>
<td>All</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$30,066</td>
</tr>
</tbody>
</table>
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District
---|---
Applicant / Entity Name | Brewster #314
Applicant / Mailing Address | PO Box 220, Brewster, KS 67732
Applicant / First and Last Name of Owner, CEO, or Executive Director | Shelly Angelos
Applicant / Email Address of Owner, CEO, or Executive Director | shelly.angelos@usd314.com
Applicant / Phone Number | 785-694-2236

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) | 48-6013532
Applicant / Website Address (if applicable) | usd314.weebly.com

Applicant / Board Member List (if applicable)

DOC 20-21 BOE Members & Address (27 KiB download)
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.

It has caused a teacher shortage for our district as well as increased costs to help maintain a healthy environment for the students to continue learning.

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


Coordination of preparedness and 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 plans to use the ESSER II money to cover tuition costs for Kansas teachers' education and license due to our teacher shortage. We currently have an ice machine that requires each person to scoop their own ice so we plan to purchase a Scotsman Nuget Ice Machine to reduce risk of virus. We also plan to use these funds to pay our summer school 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?

We know having quality educated teachers is a high priority for our students as well as reducing virus risks where we can and summer school support.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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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.
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)

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(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

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

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

34 CFR §76.730 Records related to grant funds.

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

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

2 CFR 200 Subpart D – Post Federal Award Requirements

§200.302 Financial management.
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2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.
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§200.430 Compensation—personal services.

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

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

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

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

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

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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School facility repairs and 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: CONTINUOUS PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

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

Electronic Signature  |  Shelly Angelos
Date                |  06/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>314-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Teacher shortage; we are covering tuition costs for Kansas teachers' education and license.</td>
<td>$30,000</td>
<td>$ -</td>
<td>$ 20,000</td>
<td>$10,000</td>
<td>$ -</td>
<td>7</td>
<td>Per applicant, Teachers are leaving the profession and fewer are entering K-12 teacher education. Some are frightened of COVID and the risks involved with contracting COVID. Many dislike the remote learning platform of COVID and the difficulties involved with remote instruction and learning. Some are frightened or turned off to teaching altogether, due to cultural and social issues that have come to the forefront because of COVID. The politicization of ideology in curriculum and instructional content is another area of concern tied to the aftermath of the COVID pandemic. COVID has NOT been a friend to public education and has negatively impacted K-12 public education across the nation.</td>
</tr>
</tbody>
</table>
### School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs

| 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 | $15,000 | $- | $15,000 | $- | $- | 7 |

July 7: Per applicant: The old ice machine was out in the cafeteria for student use and they used it all the time. The old ice machine was removed from use during COVID because of hygiene concerns as we assessed our heightened cleaning needs to combat COVID exposure.

The new machine requested for ESSER II funds is automated so students don't need to put their hands into the machine, touch a scoop, or touch the ice, or use their personal water bottles to scoop the ice. The machine requested with ESSER II funds has an ice dispenser. The students would not need to open up the ice bin or use an ice scoop. The automated ice machine would offer a no touch solution and address hygiene concerns.

### Planning and implementing summer learning or enrichment programs

| 11A. Planning and implementing summer learning or enrichment programs | $13,546 | $6,773 | $6,773 | $- | $- | 7 |

Per applicant, students are identified at risk with the option to participate in summer school instruction. Classes are held on Mondays through Thursdays through the months of June and July with in-person instruction. Classes are organized as independent study or in small groups. Instruction ranges from 1 to 3 hours daily, depending on identified needs. Content areas of focus are ELA and Mathematics.

2021 Summer School Staff:
- 3 certified teachers and 1 para

Number of Students:
- 17 Elementary
- 3 Junior High
- 5 High School
Applicant details

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

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

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>USD 341 - Oskaloosa Schools</td>
</tr>
</tbody>
</table>
| Applicant / Mailing Address | 404 Park St.   
                              | Oskaloosa, KS 66066 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Jon Pfau |
| Applicant / Email Address of Owner, CEO, or Executive Director | jpfau@usd341.org |
| Applicant / Phone Number | 785-863-2539 |

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

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

<table>
<thead>
<tr>
<th>Applicant / Federal EIN (if applicable)</th>
<th>486034902</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Website Address (if applicable)</td>
<td><a href="http://www.usd341.org">www.usd341.org</a></td>
</tr>
<tr>
<td>Fiscal Agent / Name (if applicable)</td>
<td>Jon Pfau</td>
</tr>
</tbody>
</table>
Fiscal Agent / Email (if applicable) | jpfau@usd341.org

Fiscal Agent / Mailing Address (if applicable)
404 Park St.
Oskaloosa, KS 66066

Application details

Full District Name | oskaloosa schools
District Number | 341
Mailing Address | 404 park st.
Mailing | City | oskaloosa
Mailing Address | Zip Code | 66066
Authorized Representative of the District | Name | Jon Pfau
Authorized Representative of the District | Position or Title | superintendent
Authorized Representative of the District | Email Address | jpfau@usd341.org
Authorized Representative of the District | Phone Number | +17858632539
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | kheston@usd341.org

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

In response to COVID-19 and student learning loss over the past 15 months, we have a well-planned out and organized plan for the 2021-2022 school year and the use of ESSER II funds. March of 2020, the pandemic started and left our school district, community, parents, and students scrambling for direction and answers. Our students did see academic loss due to continuous learning through zoom and the lack of summer school in 2020. Additionally, we have seen an increase in social-emotional needs throughout the 2020-2021 school year. These social-emotional needs were not just within our student body, but also carried over to parents, teachers, and the community as a whole. Isolation, lack of routine, and fear of the unknown worked to lead many district students and staff to struggle. Our two full-time counselors in our school district struggled to keep up with the increased social-emotional needs. In 2021-2022, our district is looking to add another counselor/social worker to help with this increased need. Our district is also looking to hire a full-time nurse in 2021-2022 to help with illness and education. We previously only had a part-time nurse, which was not enough service to handle the needs. As a small
school district all of our students, including special education students have been impacted and we are addressing those needs as well.

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


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

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

we will monitor our local academic assessments including aims web results and state assessment results in our elementary building. in our elementary, we are also working to maintain enough teachers to keep class sizes low in the 14-18 student range. this means three grade-level sections instead of two grade-level sections in certain grades to maintain low-class sizes. having an additional counselor/social worker in the district will help the secondary building to lower student and staff anxiety and depression. thus helping students to make better academic gains. we are also looking to implement the tASN training in our jr/vsr high building to help use data as it relates to instructional practices to counteract learning loss.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
   • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
   • Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
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(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]
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Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning and coordinating during long-term closures, including 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.

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Certification

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

Electronic Signature | Jon Pfau
Date | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
## Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Total Expenditure(s) ($) | Budgeted Expenditure(s) in SFY 2021 ($) | Budgeted Expenditure(s) in SFY 2022 ($) | Budgeted Expenditure(s) in SFY 2023 ($) | Budgeted Expenditure(s) in SFY 2024 ($) | Account Number | Notes
---|---|---|---|---|---|---|---|---|---|---|---|---
341-1-001-20210810 | Eligible | Direct Allocation | Instruction | Supplies- Technology Related | 2. Coordination of COVID-19 preparedness and response efforts | $18,340 | $9,170 | $9,170 | $- | $- | 7.3000.3.730.000 | CommonApp: purchase Appyteg
341-1-002-20210810 | Eligible | Direct Allocation | Instruction | Supplies- Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | $21,372 | $16,372 | $5,000 | $- | $- | 07.3000.3.730.000 | Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
341-1-003-20210810 | Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | 10. Providing mental health services and supports | $48,000 | $- | $48,000 | $- | $- | 07.2100.5.110.000 |
<table>
<thead>
<tr>
<th>Allocation</th>
<th>Support Services (Students)</th>
<th>Social Security Contributions</th>
<th>10. Providing mental health services and supports</th>
<th>This ties to COVID-19 for an additional social worker/counselor salary FICA contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.</th>
<th>$ 3,600</th>
<th>-</th>
<th>$ 3,600</th>
<th>-</th>
<th>$ -</th>
<th>-</th>
<th>07.21005.220.000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>This ties to COVID-19 for an additional social worker/counselor salary unemployment contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.</td>
<td>$ 480</td>
<td>-</td>
<td>$ 480</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Workers Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>This ties to COVID-19 for an additional social worker/counselor salary other benefits contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.</td>
<td>$ 360</td>
<td>-</td>
<td>$ 360</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Services - Salaries</td>
<td>Personal Service - Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This ties to COVID-19 for our seven summer school teacher salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.</td>
<td>$ 16,800</td>
<td>-</td>
<td>$ 16,800</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>341-1-009-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Regula r Non- Certifie d Salarie s</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This ties to COVID-19 for our nine summer school teacher aide salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.</td>
<td>$20,520</td>
<td>$ -</td>
<td>$20,520</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>341-1-010-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Social Securit y Contributio ns</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries FICA contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.</td>
<td>$2,855</td>
<td>$ -</td>
<td>$2,855</td>
<td>$ -</td>
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<tr>
<td>341-1-011-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Unemp loyme nt Compe nsatio n</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries unemployment contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.</td>
<td>$373</td>
<td>$ -</td>
<td>$373</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>
### 341-1-012-20210810

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Worker’s Compensation</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries other benefits. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.</td>
<td>$ 280</td>
<td>$ -</td>
</tr>
</tbody>
</table>

### 341-1-013-20210810

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>$ 40,000</td>
</tr>
<tr>
<td>This ties to COVID-19 as we will purchase and install two commercial washers and 4 commercial dryers to address activity practice and game uniform sanitation as well as towel washing sanitation.</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Applicant Response: Update** The requested number of units (2 washers and 4 dryers) is based on need from the various departments (Instruction, Custodial, and Food Service) that could complete the sanitation needs during employee work hours, and the capacity of the equipment available. The cost includes the need for professional installation. (commercial washer and dryers) This request is to meet the following needs:

- **Disinfecting and sanitization** – the equipment will be used by both our custodial and food service departments to address the elimination of COVID-19 virus by cleaning materials that will be used throughout the school day. Will be two commercial washers and 4 dryers. Set up will be a washer and two dryers in each area.
- **Students in physical education classes** – the equipment will be used to reduce the spread of COVID-19, as the district will provide towel laundering. It has to do the with capacity of the machines that are available (smaller dryer units). They are putting the equipment in two locations, so this will put a washer and 2 dryers in each location - as per reviewer 7/27/2021.

<table>
<thead>
<tr>
<th></th>
<th>$ -</th>
<th>$ 40,000</th>
<th>$ -</th>
<th>$ -</th>
<th>07.2600.5 .100.350</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ -</td>
<td>$ 40,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07.1000.5 .290.000</td>
</tr>
</tbody>
</table>

Applicant Response: Update The requested number of units (2 washers and 4 dryers) is based on need from the various departments (Instruction, Custodial, and Food Service) that could complete the sanitation needs during employee work hours, and the capacity of the equipment available. The cost includes the need for professional installation. (commercial washer and dryers) This request is to meet the following needs:

- **Disinfecting and sanitization** – the equipment will be used by both our custodial and food service departments to address the elimination of COVID-19 virus by cleaning materials that will be used throughout the school day. Will be two commercial washers and 4 dryers. Set up will be a washer and two dryers in each area.
- **Students in physical education classes** – the equipment will be used to reduce the spread of COVID-19, as the district will provide towel laundering. It has to do the with capacity of the machines that are available (smaller dryer units). They are putting the equipment in two locations, so this will put a washer and 2 dryers in each location - as per reviewer 7/27/2021.
| Eligible Direct Allocation | Health Services | Full-Time Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | This ties to COVID-19 for adding a full-time nurse salary. This extra staff will provide health and wellness services to students and staff affected by COVID-19. | $60,680 | - | $60,680 | - | - | 07.2130.5 .111.000 |
| Eligible Direct Allocation | Health Services | Social Security Contributions | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | This ties to COVID-19 for adding a full-time nurse salary, FICA contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19. | $4,642 | - | $4,642 | - | - | 07.2130.5 .220.000 |
| Eligible Direct Allocation | Health Services | Unemployment Compensation | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | This ties to COVID-19 for adding a full-time nurse salary, unemployment benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19. | $607 | - | $607 | - | - | 07.2130.5 .250.000 |
| Eligible Direct Allocation | Health Services | Worker's Compensation | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | This ties to COVID-19 for adding a full-time nurse salary, other benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19. | $456 | - | $456 | - | - | 07.2150.5 .290.000 |
| Eligible Direct Allocation | Operation & Maintenance of Plant | Equipment | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | This ties to COVID-19 as we will set up these two canopies (one in elementary and one in jr/sr high) to address social distance needs through additional outdoor classroom space. | $16,000 | $- | $16,000 | $- | $- | $07,260.5350.000 | Response from applicant: (Outdoor learning space) - would the team reconsider the eligibility of this item for the following reasons: a. Because many of our students are not eligible for COVID-19 vaccinations (at this time) we are planning to continue the CDC recommendations to the best of our ability. b. For the 2021-22 school year USD 341 is creating two outdoor instructional learning spaces. Our buildings are 60 and 47 years old and there are existing interior classrooms that have NO windows. There is no way to get fresh air, and to reduce the level of COVID-19 virus. The outdoor learning spaces will provide teachers a place to instruct student and the canopies will help control environmental factors (heat and rain). c. Our enrollment projections indicate that we will have several larger class sizes and it is difficult to maintain the CDC social distancing requirement. The outdoor learning environment will allow for us to split class sizes throughout the day and assist with social distancing as recommended for COVID-19. |
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 | Baldwin City USD 348
Applicant / Mailing Address
| PO Box 67
| Baldwin City KS 66006
Applicant / First and Last Name of Owner, CEO, or Executive Director | Cynde Frick
Applicant / Email Address of Owner, CEO, or Executive Director | cfrick@usd348.com
Applicant / Phone Number | 785-594-2721

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 | Baldwin City
District Number | 348
USD 348 has approximately 1,400 students PreK-12 enrolled in the 4 attendance centers across the district. These students left for Spring Break on March 5, 2020 and did not return to finish the 2019-20 school year in person. While students had educational opportunities through remote learning, this did not meet the needs for all students. The start of the 2020-21 school year was delayed until September 9, 2021 resulting in further instructional loss. Students participated in learning activities during 2020-21 through in person, hybrid and remote environments. Since the 2018-19 school year, the percentage of students scoring proficient (Level 3 or 4) on the Kansas Assessment has decreased in ELA, Math and Science. At the end of the 2020-21 school year, 42% of students in Grades K-5 were still working on material that was below grade level in Lexia and 77% of students were considered by Lexia to be high-risk at not completing grade level material at the end of the school year. In January, 72% of students in Grades 6, 8, 10, and 12 completed the Kansas Communities that Cares (KCTC) survey (anonymously). Of the students completing the KCTC survey, 37% reported that they felt “so sad or hopeless almost every day for two weeks or more in a row” that they stopped doing some usual activities. This increased 11% over student responses in 2020. The solutions proposed in this plan address academic and social gaps for our students.

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


Coordination of preparedness and 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.

**Academically,** we are providing summer school during 2021, purchasing additional curriculum subscriptions and materials, hiring two secondary at-risk teachers and providing both in-person and virtual tutoring. We plan to keep an additional health aide that was brought on during COVID, for the 2021-22 school year, and provide PPE and additional sanitization supplies and equipment, as needed. We will address mental health needs by hiring two additional social workers for 2021-22 and purchasing Second Step digital curriculum to provide instruction for social and emotional learning. We will engage teachers in professional development to better address the learning gaps that have happened as a result of COVID. Student iPads and cases were purchased to provide one to one devices for 2020-21 and we would like to request reimbursement. These initiatives have been strategically designed to address the specific gaps we identified in our data.

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

**Impact of ESSER II funding will be determined by summative scores on the annual Kansas Assessment and Kansas Communities that Cares survey. Progress monitoring will occur throughout the year using FastBridge Assessments, SAEBRS,**
and Second Step quizzes to ensure that we are meeting student needs and are on track for meeting our annual benchmark
goals. Additionally, we should also see an improvement in individual course grades, decreased credit recovery and increases
in our graduation rate.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the
measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
  - Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through
    2000d-4) | 34 CFR part 100.
  - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its
subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs
and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a
contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the
authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and
shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

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

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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: CONTINUOUS 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 | Cynde Frick
Date | 06/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>348-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide Summer school at all schools to address learning loss from COVID. Half days for 4 weeks. 10 teachers</td>
<td>$17,000</td>
<td>$ -</td>
<td>$17,000</td>
<td>$ -</td>
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<td>90-1000-110-00-00</td>
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<td>348-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide aides for summer school</td>
<td>$4,000</td>
<td>$ -</td>
<td>$4,000</td>
<td>$ -</td>
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<td>348-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA instructional staff summer school</td>
<td>$1,500</td>
<td>$ -</td>
<td>$1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>90-1000-220-00-00</td>
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<td>348-1-004-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Attendance and Social Work Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Social workers provide mental health services to students/staff as needed during summer school. One at each school</td>
<td>$6,000</td>
<td>$-</td>
<td>$6,000</td>
<td>$-</td>
<td>$-</td>
<td>90-2110-110-00-00</td>
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<td>348-1-005-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Attendance and Social Work Services</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>FICA social workers summer school</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
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<td>90-2110-220-00-00</td>
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<tr>
<td>348-1-006-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school project based learning supplies and Acellus accounts for high school students if needed</td>
<td>$3,000</td>
<td>$-</td>
<td>$3,000</td>
<td>$-</td>
<td>$-</td>
<td>90-1000-610-00-00</td>
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<tr>
<td>348-1-007-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide student transportation for summer school. Four bus routes</td>
<td>$5,500</td>
<td>$-</td>
<td>$5,500</td>
<td>$-</td>
<td>$-</td>
<td>90-2710-120-00-00</td>
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<tr>
<td>348-1-008-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA transportation staff summer school</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
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<td>90-2710-220-00-00</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Servicing and Maintenanc e</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Transportation fuel for summer school</td>
<td>Total Cost</td>
<td>Budgeted Amount</td>
<td>Actual Amount</td>
<td>Source Code</td>
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<tr>
<td>348-1-009-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Servicing and Mainte nanc e</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Transportation fuel for summer school</td>
<td>$ 2,000</td>
<td>$ -</td>
<td>$ 2,000</td>
<td>$ -</td>
<td>90-2730-626-00-00</td>
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<td>348-1-010-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Lexia and RazKids subscriptions to support student learning loss in reading (tier 2 support). Started subscriptions with CARES funds and need to continue based on state assessments and MAP scores</td>
<td>$ 10,700</td>
<td>$ -</td>
<td>$ 10,700</td>
<td>$ -</td>
<td>$ -</td>
<td>90-1000-600-00-00</td>
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<td>348-1-011-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Resources and materials to support structured literacy. Dyslexia support for Tiers 2 and 3.</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ -</td>
<td>90-1000-600-00-00</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Add two at-risk teachers to address learning loss, one at junior high and one at high school. Tier 3 support, provide resources/instruction for core content classes.</td>
<td>$ 90,000</td>
<td>$ -</td>
<td>$ 90,000</td>
<td>$ -</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>FICA at-risk teachers</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ 6,000</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Health insurance at-risk teachers</td>
<td>$ 13,950</td>
<td>$ -</td>
<td>$ 13,950</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Life Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Life insurance at-risk teachers</td>
<td>$ 50</td>
<td>$ -</td>
<td>$ 50</td>
<td>$ -</td>
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<td>90-1000-214-00-00</td>
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<td>Instruction Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>Health Services Health Services</td>
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<td>348-1-016-20210810</td>
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<td>In-person tutoring before / after school</td>
<td>$9,300</td>
<td>$9,300</td>
<td>$9,300</td>
<td>$9,300</td>
<td>$9,300</td>
<td>$9,300</td>
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<td>348-1-017-20210810</td>
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<td>FICA in-person tutoring</td>
<td>$700</td>
<td>$700</td>
<td>$700</td>
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<td>$700</td>
<td>90-1000-220-00-00</td>
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<tr>
<td>348-1-018-20210810</td>
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<td>Purchased Professional &amp; Technical Services</td>
<td>Virtual tutoring that students can access 24/7</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
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<tr>
<td>348-1-019-20210810</td>
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<td>Continue extra health aide position for 2021/22. Initially added in 2020/21 due to COVID</td>
<td>$19,500</td>
<td>$19,500</td>
<td>$19,500</td>
<td>$19,500</td>
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<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>Social Security Contributions</td>
<td>FICA health aide 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>90-2130-220-00-00</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>General Supplies and Materials (includes computer software) 7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase PPE as needed during 2021/22</td>
<td>$ 3,320</td>
<td>$ -</td>
<td>$ 3,320</td>
<td>$ -</td>
<td>$ -</td>
<td>90-2130-610-00-00</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Miscellaneous Supplies 7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning supplies for additional sanitization as needed during 2021/22</td>
<td>$ 3,321</td>
<td>$ -</td>
<td>$ 3,321</td>
<td>$ -</td>
<td>$ -</td>
<td>90-2600-680-00-00</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Property 7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase additional sanitization equipment if needed</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ -</td>
<td>90-2600-700-00-00</td>
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<td>Grant Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Purchased</td>
<td>Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Second Step subscription will support social-emotional curriculum within the PreK-8 classrooms. Contains lessons for 22 to 28 weeks per year</td>
<td>Cost</td>
<td>-</td>
<td>$23,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Description of COVID-19 need provided in Common App.</td>
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<td>348-1-024-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Purchased</td>
<td>Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Second Step subscription will support social-emotional curriculum within the PreK-8 classrooms. Contains lessons for 22 to 28 weeks per year</td>
<td>$23,000</td>
<td>-</td>
<td>$23,000</td>
<td>$-</td>
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<td>$-</td>
<td>Description of COVID-19 need provided in Common App.</td>
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<td>348-1-025-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Attendanc and Social Work Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Hire two additional social workers at junior high and high school for 2021/22. Provide additional help and Tier I social-emotional lessons during seminar</td>
<td>$90,000</td>
<td>-</td>
<td>$90,000</td>
<td>$-</td>
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<td>Description of COVID-19 need provided in Common App.</td>
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<td>348-1-026-20210810</td>
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<td>Direct Allocation</td>
<td>Attendanc and Social Work Services</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>FICA additional social workers</td>
<td>$6,000</td>
<td>-</td>
<td>$6,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Description of COVID-19 need provided in Common App.</td>
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<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>Instruction</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional teacher training, outside of contract day, to support student's learning loss</td>
<td>Amount</td>
<td>Reimbursement year</td>
<td></td>
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<td>348-1-029-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>Instruction</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional teacher training, outside of contract day, to support student's learning loss</td>
<td>$ 6,500</td>
<td>90-2200-110-00-00</td>
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<td>348-1-030-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
<td>Instruction</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>FICA professional development wages</td>
<td>$ 500</td>
<td>90-2200-220-00-00</td>
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<tr>
<td>348-1-031-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Reimburse district for student iPads and cases purchased so student would have one to one devices for 2020/21</td>
<td>$ 54,000</td>
<td>90-1000-700-00-00</td>
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</table>

Reimbursement year; Applicant responded via telephone: The iPads were purchased FY21. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
Applicant details

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

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

Select an Applicant Type
| Unified School District

Applicant / Entity Name
| Elizabeth Turner

Applicant / Mailing Address
| 901 Main Street
| Towanda KS 67144

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

Applicant / Email Address of Owner, CEO, or Executive Director
| eturner@usd375.org

Applicant / Phone Number
| 316-541-2577

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)
| 48-0724319

Application details

Full District Name
| CIRCLE PUBLIC SCHOOL
Our district was very fortunate to continue in-person learning during the 2020-2021 school through the efforts of keeping our students socially distanced, mask-wearing, and extensive cleaning and disinfecting practices throughout the district. However, quarantine and isolation orders, in addition to the closure of schools from March 2020 through May 2020 have caused an increase in the number of our students who experienced learning loss and social emotional concerns. Overall, we nearly doubled the amount of elementary students (112) needing additional time and support through summer school opportunities compared to previous years. Similar results compared to previous years for 7-12 students (115) with failing grades. The social emotional impact has been quite noticeable due to various mitigation efforts along with isolation and quarantines. ESSER II allocation will provide us with instructional and instructional support positions to address academic, mental and physical needs which would be otherwise unaffordable.

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 spent on Professional Development to address learning loss due to the COVID 19 pandemic. Also on supplies for remote learning and items to prevent the spread of COVID 19.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


Coordination of preparedness and 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.
Circle USD 375 proposes to allocate ESSER II dollars to several areas; Addressing learning loss, implementing summer learning/enrichment programs, developing strategies and implementing public health protocols for the reopening and operation of school facilities and activities necessary to maintain LEA operations and services and employ existing LEA staff. The addition of a Director of Learning & Intervention. This position is multifaceted with a focus on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas.

The implementation of the Fastbridge platform for universal screening, progress monitoring, reading/math assessments and social emotional behavior assessments. This data will be uploaded to our Panorama platform for authorized individuals in addressing needs. Procedures will be in place for a systematic review of student data on a frequent basis. The Director of Learning/Intervention will be assisting building administration with procedures. The addition of a Technology Integration Coach will assist our teachers with research based technology instruction techniques to enhance intervention and enrichment. This professional development will result in increased effectiveness with the use of technology as a learning tool.

During the summer of 2021, a summer school program was implemented K-12. K-6 addressed learning gaps and social emotional lessons. 7-12 focused on credit recovery and remediation. Several class credits were earned towards graduation. It is clear this effort impacted our participating students significantly.

Addition of School Nurse position to help with mitigation, contact tracing, communication, reporting, and quarantine protocols.

USD 375 employees will be given $1000 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.

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 rely on heavily on real time data as proof ESSER II allocations are effective. In the area of summer school, the data has already proven a significant impact for students. Fastbridge will be continually updated and reviewed for progress monitoring for both academic and social emotional needs.

All new positions added will significantly enhance organization and enable timely response to situations either academically, socially or physically resulting in a better education for 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.

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

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]
34 CFR §76.730 Records related to grant funds. A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
34 CFR §76.731 Records related to compliance. A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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

2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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: Elizabeth Turner
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 375’s 137 certified employees will be given $1000 as premium pay on August 12th. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19</td>
<td>$ 137,000</td>
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<td>$ 137,000</td>
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<tr>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 375’s 220 classified employees will be given $1000 as premium pay on August 12th. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19</td>
<td>$ 220,000</td>
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<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The addition of a Director of Learning &amp; Intervention is multifaceted with a focus on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID-19 student learning loss.</td>
<td>$ 80,000</td>
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<td>Plan</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12. The Summer School program was 4 weeks with 27 staff for K-6 and 12 staff for 7-12.</td>
<td>$48,000</td>
<td>07E10001 100500 Half Day program, Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of Fastbridge platform for universal screening, progress monitoring, reading/math assessments and social emotional behavior assessments. This data will be uploaded to our Panorama platform for authorized individuals in addressing needs. These programs are necessary due in response to COVID 19 and to prepare for any additional COVID 19 effects.</td>
<td>$25,000</td>
<td>07E10003 200000</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
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<td>Regular Certified Salaries</td>
<td>Regular Employee Benefits</td>
<td>Description</td>
<td>Amount</td>
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<td>375-1-006-20210810</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>$ 21,385</td>
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<td>School Nurse starting January 2021, ends in June 2022</td>
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<td>375-1-007-20210810</td>
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<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
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<td>$ 53,315</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<tr>
<td>375-1-009-20210810</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The addition of a Technology Integration Coach to assist teachers with technology as a learning tool. With the pandemic, many technology platforms are now being used to better understand student learning and intervention. This position will provide a resource to ensure these tools are being used to address learning loss and provide immediate intervention.</td>
<td>$24,000</td>
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<td>Eligible Direct Allocation Instruction</td>
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<td>Employee Benefits for Premium Pay for Certified Employees</td>
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<td>375-1-011-20210810</td>
<td>Eligible Direct Allocation Support Services (Students)</td>
<td>Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<tr>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Eleven student transportation staff needed for four weeks to transport students to attend Summer School. Summer School was needed to aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12.</td>
<td>$ 9,400</td>
<td>$ -</td>
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<td>Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.</td>
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<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employee Benefits for Summer School student transportan</td>
<td>$ 750</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school supplies. Summer School was needed to aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12.</td>
<td>$ 785</td>
<td>$ -</td>
<td>$ 785</td>
<td>$ -</td>
<td>$ -</td>
<td>07E10006100500</td>
<td>Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.</td>
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</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Altoona USD 387

Applicant / Mailing Address

| 20584 US 75 Highway, Buffalo, KS 66717

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

Applicant / Email Address of Owner, CEO, or Executive Director | bkaempfe@usd387.org

Applicant / Phone Number | 6205377721

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) | 48-0721022

Applicant / Website Address (if applicable) | www.usd387.org

Application details
The learning environment of USD 387 was impacted by COVID during the 20-21 school year even though it was only necessary to revert to total remote instruction for two weeks during the year. This was in addition to the mandatory remote learning from March to May of 2020. Students and staff were absent from school throughout the year due to COVID infections and also due to quarantine. Some missed several weeks of school due to multiple quarantine periods. In grades K-5, according to Aimsweb-Plus fall benchmark scores, we have seen an 11% increase (32% to 43%) in students identified as high at risk in reading and a 9% increase (29% to 38%) in math. Our district has a low socio-economic status (66% of our students qualify for free or reduced lunches) and the district has experienced little parental involvement with the remote learning when it was required due to student absences. The increase in behavioral issues with students is believed to be related to the instability of some students having to switch back and forth from remote in in person learning. The learning loss experienced during this time of COVID will be addressed with additional instructional interventions.

The district has 170 students enrolled and learning was impacted for all students because of the inconsistency of the learning environment. The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students

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


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

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

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

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

To address learning loss due to COVID and to support students who are struggling academically and or socially and emotionally, the district will provide four weeks of summer school for students in grades K-5. Currently over 50% of the
students plan to attend. The district plans to employ a full-time math/reading teacher aide during the 21-22 school year to assist students individually during the school year. In grades 6-8, the current after school tutoring program will be expanded to provide additional support for those students who are struggling academically or who are falling behind in their daily classwork. The district believes that early learning is very beneficial to getting students started on a positive academic and social/emotional track. A preschool program will be provided for three and four year old children, even though the district did not receive a KPP grant to fund this program. The district believes that combining grade level classes would be detrimental to meeting the needs of each child even though the class enrollments are low. For this reason, the district has maintained one teacher per grade level so that each teacher can focus upon the learning objectives of one grade. The district will continue to use software and online technology to meet the individual needs of each student and monitor their learning progress. The district will purchase licenses for Acellus, Lexia and Moby Max to assist in individualizing instruction since we are a small district with limited staff. It is expected that additional PPE equipment and sanitation materials will be required to maintain a safe learning and teaching environment. Many of the strategies that are planned involve more personalized adult to student interaction and support. We believe this established a friendly and supportive learning environment which will be conducive to student success.

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 state assessment scores, Aims Web, Acellus, Lexia and Moby Max to evaluate the impact of these interventions. Mid-term and semester assessments, which will be developed during the summer workshop, will be used to track student learning and determine if and when additional interventions are needed. At the secondary level, teachers and administration will monitor weekly the completion of homework assignments to ensure that students do not fall behind. This will help to identify students who are struggling with the learning objectives which are being taught at that time. Teachers will identify students who they believe are struggling academically and/or socially or emotionally and the administration, counselor and teacher will determine what interventions should be implemented for each individual child.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
• Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
• Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


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

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

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program. (Authority: 20 U.S.C. 1221e-3 and 3474)

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

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project. A State or a subgrantee shall directly administer or supervise the administration of each project. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


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

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

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees. (Authority: U.S.C. 1221e-3, 1225(b), and 3474)


34 CFR §76.722 Subgrantee reporting requirements. A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program. (Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds. A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit. (Approved by the Office of Management and Budget under control number 1880-0513)

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

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the
Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Providing mental health services and supports.

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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: CONTINUOUS 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 Parsons
Date | 06/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 387-1-001-20210810 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | The district will provide four weeks of summer school for students in grades K-5. Instructional interventions will be provided to offset learning loss and get the students prepared to begin the new year. | $15,000 | $ - | $15,000 | $ - | $ - | 80 | Per narrative, "To address learning loss due to COVID and to support students who are struggling academically and or socially and emotionally, the district will provide four weeks of summer school for students in grades K-5. Currently over 50% of the students plan to attend."
<p>| 387-1-002-20210810 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | The district will hire a full time math/reading teacher aide for grades K-5. This person will work with students who are struggling with learning or who have fallen behind in their learning due to COVID or any other reason. | $16,000 | $ - | $16,000 | $ - | $ - | 80 |</p>
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Certified Salaries</th>
<th>Regular Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>The district will maintain one teacher per grade level at the elementary school despite low enrollment as combining classes would be detrimental to student learning and addressing learning loss and students who are struggling academically as well as socially and emotionally</th>
<th>$40,000</th>
<th>$40,000</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
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<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Provide health insurance to those teachers and aides whose salaries are paid with ESSER II funds.</td>
<td>$13,000</td>
<td>$5,000</td>
<td>$8,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>387-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Purchased Professional &amp; Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase licenses for software programs (Acellus, Lexia, Moby Max) which will be used to individualize and enhance instruction for students who experiencing learning loss and to monitor student academic progress. This will also be used for students who have fallen behind with credits needed for graduation.</td>
<td>$ 2,500</td>
<td>$ -</td>
<td>$ 2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
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<tr>
<td>387-1-006-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Provide a full time teacher aid to work with the Pre-K program.</td>
<td>$ 13,000</td>
<td>$ -</td>
<td>$ 13,000</td>
<td>$ -</td>
<td>$ -</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

July 9: Per applicant, The application actually covers Pre-K through grades 12. We consider the Pre-K program the initial step in the schools formal education process for the students. Those students in the Pre-K program benefit by being better prepared for the kindergarten class. One of the primary areas addressed in the Pre-K program is social and emotional development. COVID has created even greater social and emotional challenges for these young children and the Pre-K program will be very beneficial in addressing this area as well as assisting in preparing them for academic success by exposure to a structured learning environment. The low socioeconomic status of the community means that three and four year old children do not have access to a structured environment conducive to early childhood development. This program provides that opportunity and contributes to student preparedness for entering kindergarten. COVID has disrupted the home environment of many children and this Pre-K program is even more needed than during the pre-COVID time. This program will be provided for three and four year old children. The school district did not recieve KPP grant to fund this program. This is a request to address the lost of funding.
| 387-1-007-20210810 | Eligible  
Direct Allocation  
Instruction  
Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Maintain a Pre-K program for 3 and 4 year old children. This program will address both academic and social and emotional developmental issues before they begin Kindergarten. These will be half day programs for 3 year old and half day for 4 year old children. One certified teacher will be employed. | $36,000 | $ - | $36,000 | $ - | $ - | 80 | See Row 387-1-006-20210810 |
|---|---|---|---|---|---|---|---|---|---|---|
| 387-1-008-20210810 | Eligible  
Direct Allocation  
Instruction  
Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Provide teacher aid support for students who are struggling academically or who have fallen behind in the Middle School and High School. This person will support the students in their school work and assist in the use of the online learning resources. | $27,000 | $ - | $27,000 | $ - | $ - | 80 | Per narrative, "The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students." |
### 387-1-009-20210810
| Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Provide time for staff, during a summer curriculum workshop, to develop midterm and semester assessments to monitor student academic progress and also to ensure that the curriculum and instruction is aligned throughout the district. | $8,500 | $ - | $8,500 | $ - | $ - | 80 | July 9, per applicant, The monitoring of student academic progress is important to identify those who have fallen behind due to COVID or other reasons. Should the epidemic continue it will be necessary to monitor academic progress in the coming year and possibly beyond. The teachers will develop assessments which will be used as mid-term and semester measures of the student's academic process. The process of developing these assessments will also give the staff the opportunity to make sure that the curriculum is aligned and we are both teaching and assessing the correct curriculum. These assessments will identify where students have fallen behind the expected academic level due to COVID or for any reason and will be used for focused intervention by teachers and teacher aides. Per narrative, “The district has 170 students enrolled and learning was impacted for all students because of the inconsistency of the learning environment. The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students.” “Mid-term and semester assessments, which will be developed during the summer workshop, will be used to track student learning and determine if and when additional interventions are needed.” |

### 387-1-010-20210810
| Eligible | Direct Allocation | Instruction | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchase supplies and material necessary to maintain a safe and sanitary learning environment | $1,964 | $ - | $1,964 | $ - | $ - | 80 | |
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

| Troy Schools |

Applicant / Mailing Address

| 230 West Poplar  
| Troy KS  
| 66087 |

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

| Patrick McKernan |

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

| pmckernan@troyusd.org |

Applicant / Phone Number

| 785-985-3950 |

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)

| 48-6026344 |

Application details
USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. Additionally, we had five pre-school students not attend school during the 2020-2021 due to COVID-19 pandemic restrictions. These students do tentatively plan to attend kindergarten for the 2021-2022 school year. To respond to student learning loss caused by the COVID-19 pandemic, we have hired 3 additional classroom aids at a cost of $43,821, and we split a classroom and hired an additional certified teacher at a cost of $38,513 plus benefits. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year. We have since caught many of those kids up with 91% of K-6 students improving one grade level in Lexia. To help accomplish this, we did purchase Lexia Power Up and Core 5 for our K-8 students, IXL for our math department, and ALEKS for our High School students.

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

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

Our ESSER I SPED funding was used to pay Covid sick leave and related costs, $1,641. $355 was used for purchasing educational technology, $3648 was used to address the unique needs of children with disabilities, $365 for sanitation and minimizing the spread. ESSER 1 Special Education money has all been spent. 

Our plans for the remaining ESSER I funding are as follows:

- Lexia Core 5 and Power Up 3 year subscription. This will address learning loss in the English language arts area, specifically in phonics.
- We purchased Sunday Essentials for our Title I students.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
Our plans for the ESSER II funding are as follows.
We will hire an additional Title I aid for our K-8 students. (approx.$15,000)
3,4, 12
We will hire one additional staff member at our middle school. Move our 6th grade to our middle school, which will
cause us to move at least one staff member. We will hire an additional regular education classroom aid for the middle school
to address learning loss. We anticipate a cost of $65,000 for an additional teacher and regular education classroom para. (Use
$21,346 for additional teacher) 3,4, 12
We will purchase SONDAY Essentials for K-5 staff and students. This will be a
reinforcement to our phonics and reading instruction. ($6,040) 3,4,9,12
We will be purchasing ten MacPro laptops for student use during the school year. These will be portable devices students to can take home if needed to work on specific
course work. ($26,000) 3,4,8
We will offer all staff a one-time premium pay bonus for anticipated extra duty for the 2021-2022 school year. We anticipate teachers and building administrative assistant needing extra work time to help with remote
learning situations. We anticipate extra cleaning and sanitizing time involved for our custodians and maintenance staff.
($19,000) 2,8,16
We will be purchasing air purifiers for each classroom, office, and areas where students and staff work in small groups or one on one. ($6,000) 13,14
We will replace the HVAC system at the Troy Middle School at an estimated cost
of $30,000.

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 429 is committed to be data driven.We will use pre-screeners for students multiple times during the school year for our
K-10th grade students. Our staff will be trained using the Fastbridge assessment system as one screener/measurement. We
will also use the Fastbridge social emotional screener, the SAEBRS tool, to measure, monitor, and respond to social emotional
health and well-being needs of our students. This will be completed by staff twice during the school year. We are monitoring
our Kansas Assessment data and we have goals to see those scores increase. We will use Lexia Core 5 and Lexia Power Up
data to determine and report student progress. Reflex Math will be used in our K-5 building for help with math fluency and
math facts. We are implementing the SONDAY System Essentials and our special education department will be using the
SONDAY Interventions to meet the needs of each student.

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the
measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:


Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

34 CFR §76.650

Private schools; purpose of §§76.651-76.662.

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

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

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

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

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

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

34 CFR §76.707 The State or subgrantee administers or supervises each project.

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

34 CFR §76.731 Records related to compliance. A State and a subgrantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a)) The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to: 2 CFR Subpart D – Post Federal Award Requirements §200.302 Financial management. §200.303 Internal controls. §200.305 Payment. §200.313 Equipment. §200.314 Supplies. §200.318 General procurement standards. §200.320 Methods of procurement to be followed; 2 CFR 200 Subpart E: Cost Principles: §200.403 Factors affecting allowability of costs. §200.404 Reasonable costs. §200.405 Allocable costs. §200.413 Direct costs. §200.415 Required certifications. §200.430 Compensation—personal services. The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application: The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following: Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical 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: CONTINUOUS 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 | Patrick McKernan

Date | 07/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>EESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>429-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We will hire an additional Title I aid for K-8 students.</td>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-121</td>
<td>Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.</td>
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<tr>
<td>429-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We will hire an additional staff at the TMS</td>
<td>$21,346</td>
<td>$ -</td>
<td>$21,346</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-111</td>
<td>Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.</td>
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<tr>
<td>429-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>SONDAY Essentials for our K-5 students and staff</td>
<td>$6,004</td>
<td>$ -</td>
<td>$6,004</td>
<td>$ -</td>
<td>$ -</td>
<td>08-1000-650</td>
<td>Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies- Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of Macbook Pros for student use</td>
<td>$19,200</td>
<td>$19,200</td>
<td>$08-1000-650</td>
<td>08-1000-650</td>
<td>Per applicant, The MacPro laptops address Covid related learning loss by allowing students an enhanced academic experience to individualize plans and work on academics outside the classroom in order to close the achievement gaps. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Part-Time Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Pay for All Staff</td>
<td>$25,800</td>
<td>$25,800</td>
<td>$06-1000-113</td>
<td>06-1000-113</td>
<td>Per applicant, 35 full time employees x $600 = $21,000; 8 employees on 10 month work contract x $450 = $3,600; 4 employees on 9 month work contract x $300 = $1,200. Premium pay will be for staff retention. Payout will be September, or the month the district is eligible to draw down ESSER funds if not September.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Air Purifiers for all rooms</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$06-2600-700</td>
<td>06-2600-700</td>
<td>Per narrative, We will be purchasing air purifiers for each classroom, office, and areas where students and staff work in small groups or one on one. Allowable if CDC approves.</td>
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<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>Eligibility</td>
<td>Description</td>
<td>Amount</td>
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<td>Approval Code</td>
<td>Allowable if</td>
<td>Action</td>
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<td>$30,000</td>
<td>Allowable if CDC approves</td>
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<td>08-2600-430</td>
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</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Unified School District 443

Applicant / Mailing Address

2112 First Ave

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

Applicant / Email Address of Owner, CEO, or Executive Director | russell.simeon@usd443.org

Applicant / Phone Number | 6203711001

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) | 2112 First Ave

Application details

Full District Name | Unified School District 443 Dodge City
During the summer of 2020 we made plans to teach remotely. We purchased laptops, created curriculum, and provided training to use Google Classroom. While we were fortunate enough to provide “face to face” learning through the entire year, we did have a lot of interruptions due to illness and quarantine procedures of both teachers and students. This not only impacted all of our students, but disproportionately impacted our large population of English learners and students in poverty. USD 443 is a district of over 7,300 students, of which, over three fourths of the students are receiving free and reduced lunch support. Almost 10% are migrant and almost have of all students are English language learners.

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


Coordination of preparedness and 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.

The district was able to minimize the spread of COVID with the purchase of PPE supplies and social distancing supplies, as well as provide prepackaged meals in food service. We purchased laptops and hotspots for remote live learning. We are able to address student learning loss with summer school and measure learning gaps with screeners. During the summer of 2021 the school district enrolled 300 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our 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?

With safety measures and precautions in place we were able to successfully to hold classes face to face the entire school year which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by
giving them the opportunity to stay current in their classes and not miss valuable instruction time. We are also able to address the learning gaps with progress monitoring using Fastbridge and Educlimber.

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](443_DodgeCity_ESSERII_Plans_Excel_Template_161_KiB_download) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
$200.302 Financial management.
$200.303 Internal controls.
$200.305 Payment.
$200.313 Equipment.
$200.314 Supplies.
$200.318 General procurement standards.
$200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
$200.403 Factors affecting allowability of costs.
$200.404 Reasonable costs.
$200.405 Allocable costs.
$200.413 Direct costs.
$200.415 Required certifications.
$200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 │ Simeon Russell  
Date │ 07/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>443-1-001-20210-810</td>
<td>Direct Allocation</td>
<td>Instruction for General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td></td>
<td>To help prevent the spread of Covid the District required all students and employees to wear facemasks. This purchase was for individual welding hoods, band instrument cover and face masks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>443-1-001-20210-810</td>
<td>$31,400</td>
<td>$31,400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-76-1000-610-000</td>
<td>Reimbursement-approximately 83 Welding Hoods, Band Instrument Covers ($3,258), Variety of face masks (some cloth and some disposable)</td>
</tr>
<tr>
<td>Code</td>
<td>Direct Allocation</td>
<td>Instruction Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Even though the District returned to face to face learning we did have a lot of interruptions to class due to illness or quarantine requirements. This resulted in learning loss. In order to identify and target specific areas of loss by students the District purchased the Fastbridge screener. In addition to allowing students and teachers to better schedule time to meet on these deficiencies we purchased scheduling software that allows teachers and students to set up meetings to address their learning gaps.</td>
<td>$29,408</td>
<td></td>
<td></td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Furniture and Fixtures</td>
<td>13. School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>As part of the social distancing protocol we purchased additional cafeteria tables in some locations and served lunch in other areas of their buildings. This is the cost of those additional tables. This is for 65 plastic seminar tables and 6 regular cafeteria tables.</td>
<td>$12,424</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Furniture and Fixtures</td>
<td>13. School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>As part of the social distancing protocol we purchased additional cafeteria tables in some locations and served lunch in other areas of their buildings. This is the cost of those additional tables. This is for 65 plastic seminar tables and 6 regular cafeteria tables.</td>
<td>$12,424</td>
<td></td>
</tr>
</tbody>
</table>
9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students

With the uncertainty of Covid and in preparation for remote learning the Board approved in July 2020 the purchase of a total of 4851 student laptops. Previously the District had iPads but it was determined that they did not have the functional capability to perform acceptably in a remote learning environment. Some of these laptops were purchased with ESSER I money. This remaining money covers approximately 1397 laptops. These laptops will continue to support students with learning loss caused by COVID.

| Eligible Direct Allocation | Instructional Technology-Related Hardware | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | $1,187,025 |

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

To prevent the spread of Covid Transportation tried to use face shields. However, it was not a requirement. The face shields fogged up and the practice was quickly discontinued.

| Eligible Direct Allocation | Social Work Services | General Supplies and Materials (includes computer software) | $32 |

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

| Eligible Direct Allocation | Guidance Services | General Supplies and Materials (includes computer software) | Reimbursable Face Shields for Nurses | $43 |

<p>| Eligible Direct Allocation | Social Work Services | General Supplies and Materials (includes computer software) | Reimbursable Face Shields for Nurses | $43 |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Health Services General Supplies and Materials (includes computer software)</th>
<th>Reimbursable / childrens face masks, Gowns for nurses</th>
<th>$2,377</th>
<th>$2,377</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>1-76-2130-610-00-000</th>
<th>Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4431-009-20210 810</td>
<td>State and Federal Relations General Supplies and Materials (includes computer software)</td>
<td>For Covid PPE this is face shields for Nursing staff at the high school.</td>
<td>$64</td>
<td>$64</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>1-76-2323-610-00-000</td>
<td>Reimbursement</td>
</tr>
<tr>
<td>4431-008-20210 810</td>
<td>Other Executive Administration General Supplies and Materials (includes computer software)</td>
<td>As part of our return to in person teaching we temperature checked employees and students. This is an infrared thermometer for Nutrition.</td>
<td>$74</td>
<td>$74</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>1-76-2329-610-00-000</td>
<td>Reimbursement</td>
</tr>
<tr>
<td>Code</td>
<td>Eligibility Code</td>
<td>Direct Allocations</td>
<td>Support Services - School Administration</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of 180 thermometers.</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Signs to address Covid safety protocols were purchased and installed throughout the District.</td>
<td>Additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone.</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>443-1-010-20210 810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of 180 thermometers.</td>
<td>$7,788</td>
<td>$7,788</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-011-20210 810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Public Information Services</td>
<td>Office</td>
<td>13. School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Signs to address Covid safety protocols were purchased and installed throughout the District.</td>
<td>$868</td>
<td>$868</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-012-20210 810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Cleaning Supplies and Chemicals</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone.</td>
<td>$11,850</td>
<td>$11,850</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-013-20210 810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone. We realize this probably should have been placed in the 618 object code but the YE books were closed as such and we respectfully submit this expense in this account.</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$-</td>
</tr>
<tr>
<td>Code</td>
<td>Direct Allocation</td>
<td>Sub-Category</td>
<td>Item Description</td>
<td>Quantity</td>
<td>Unit Cost</td>
<td>Total Cost</td>
<td>Code</td>
<td>Description</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>443-1-014-20210810</td>
<td>Eligible Students Transportation</td>
<td>Other Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of thermometers for Transportation.</td>
<td>$70</td>
<td>$70</td>
<td>-</td>
<td>-</td>
<td>$1-76-2700-619-00-000</td>
</tr>
<tr>
<td>443-1-015-20210810</td>
<td>Eligible Vehicle Servicing and Maintenance Machinery</td>
<td>Machinery</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>To provide extra sanitation during Covid we purchased 2 Victory Electrostatic sanitizing sprayers for cleaning buses.</td>
<td>$2,028</td>
<td>$2,028</td>
<td>-</td>
<td>-</td>
<td>$1-76-2730-731-00-000</td>
</tr>
<tr>
<td>443-1-016-20210810</td>
<td>Eligible Other Support Services Other Material &amp; Supplies</td>
<td>Other Material &amp; Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>During Covid we required social distancing. In order to enforce this in areas where seats were in a fixed position we purchased seat covers that enforced social distancing by not allowing people to sit too close together.</td>
<td>$1,225</td>
<td>$1,225</td>
<td>-</td>
<td>-</td>
<td>$1-76-2900-683-00-000</td>
</tr>
<tr>
<td>443-1-017-20210810</td>
<td>Eligible Food Services Operations</td>
<td>Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>During Covid we had to serve meals that were individually wrapped. This is for the purchase of supplies to individually package food. This includes items such as disposable lunch trays, plastic cover wrap film, film sealer, etc.</td>
<td>$293,514</td>
<td>$293,514</td>
<td>-</td>
<td>-</td>
<td>$1-76-3100-680-00-000</td>
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<tr>
<td>443-1-018-20210810</td>
<td>Eligible Food Services Operations</td>
<td>Other Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>During Covid we had to serve meals that were individually wrapped. This is for the equipment to individually wrap food. This includes items such as a heat seal lidding machine, sealing plates, lunch tray sealers.</td>
<td>$144,285</td>
<td>$144,285</td>
<td>-</td>
<td>-</td>
<td>$1-76-3100-739-00-000</td>
</tr>
</tbody>
</table>
Even though the District provided face to face learning we did provide remote learning to accommodate those families that chose to stay at home. It also provided students that had to quarantine the ability to stay current with their class. This cost is for the salaries of the teachers that provided the remote learning.

<table>
<thead>
<tr>
<th>443-1-019-20210810</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instrucion</th>
<th>Regular Certified Salaries</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 223,224</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>443-1-020-19000100</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instrucion</th>
<th>Social Security Contributions</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>$ 17,077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>443-1-021-19000100</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instrucion</th>
<th>Unemployment Compensation</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 223</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>443-1-022-19000100</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instrucion</th>
<th>Worker's Compensation</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 560</td>
</tr>
</tbody>
</table>
Part of the Covid protocol was to limit exposure of various groups. With the high incidents of quarantines we needed to have a pool of substitute teachers. To accommodate both objectives we assigned substitute teachers to specific buildings and provided a guaranteed number of hours. This was contingent upon them being ready to substitute if called upon. As it turned out we fully utilized this program. This covered approximately 20 substitute teachers for the year.

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruption</th>
<th>Overtime Salaries</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
<th>Reimbursement</th>
<th>Substitutes for teachers that had to quarantine</th>
</tr>
</thead>
<tbody>
<tr>
<td>443-1-023-19000-100</td>
<td>$522,439</td>
<td>$522,439</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76-1000-111-01-000</td>
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<td>443-1-024-19000-100</td>
<td>$41,742</td>
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<td>76-1000-220-XX-000</td>
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<td>443-1-025-19000-100</td>
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<td>$570</td>
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<td>76-1000-250-XX-000</td>
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<tr>
<td>443-1-026-19000-100</td>
<td>$1,803</td>
<td>$1,803</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>76-1000-260-XX-000</td>
</tr>
</tbody>
</table>

5. Procedures and systems to improve LEA preparedness and response efforts

Social Security Contributions

FICA

Unemployment

Worker's Compensation
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruc tion Services</th>
<th>Overtime Salaries</th>
<th>5. Procedures and systems to improve LEA preparedness and response efforts</th>
<th>Before school started and we returned to face to face learning we paid certain teachers to come in over the summer of 2020 and develop curriculum and protocol to train other teachers how to use Google Classroom to support those students who have to quarantine or learn remotely due to exposure to COVID.</th>
</tr>
</thead>
<tbody>
<tr>
<td>443-1-027-19000 100</td>
<td>$44,587</td>
<td>$44,587</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-028-19000 100</td>
<td>$3,012</td>
<td>$3,012</td>
<td>$-</td>
<td>$-</td>
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</tr>
<tr>
<td>443-1-029-19000 100</td>
<td>$37</td>
<td>$37</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-030-19000 100</td>
<td>$112</td>
<td>$112</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>
During Covid we had several additional requirements such as temperature checks, social distancing before school and during lunches. This is the extra labor costs to provide those extra duties. It includes items such as temp checks, lunch room, bus duty, hallway supervision.

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtime Salaries</td>
<td>$61,403</td>
<td>$61,403</td>
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<tr>
<td>Social Security Contributions</td>
<td>$4,157</td>
<td>$4,157</td>
<td>-</td>
</tr>
<tr>
<td>Unemployment</td>
<td>$51</td>
<td>$51</td>
<td>-</td>
</tr>
<tr>
<td>Work Comp</td>
<td>$153</td>
<td>$153</td>
<td>-</td>
</tr>
</tbody>
</table>

Reimbursement: Extra labor salaries (certified and classified staff took over additional duties)

Reimbursement: Extra labor FICA

Reimbursement: Extra Labor Unemployment

Reimbursement: Extra Labor Worker Comp
<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instru Group Insuranc 5. Procedures and systems to improve LEA preparednes s and response efforts</th>
<th>5. Procedures and systems to improve LEA preparednes s and response efforts</th>
<th>This is the additional fringe benefits for remote live learning teachers listed above.</th>
<th>$ 46,650</th>
<th>$ 46,650</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>1-76-1000-210-02-000</th>
<th>Reimbursement - the 5 Remote teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation Instru Overtime Salaries 5. Procedures and systems to improve LEA preparednes s and response efforts</td>
<td>During Covid we paid one teacher to teach remote live learning during their planning time.</td>
<td>$ 8,791</td>
<td>$ 8,791</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-76-1000-119-11-811</td>
<td>Reimbursement - teacher had extra responsibili ties during designated plan time</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instru Social Security Contributions 5. Procedures and systems to improve LEA preparednes s and response efforts</td>
<td>FICA</td>
<td>$ 611</td>
<td>$ 611</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-76-1000-220-11-811</td>
<td>Reimbursement - FICA for additional duty teacher</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instru Unemployment Compensation 5. Procedures and systems to improve LEA preparednes s and response efforts</td>
<td>Unemployment</td>
<td>$ 7</td>
<td>$ 7</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-76-1000-250-11-811</td>
<td>Reimbursement - Unemployment for additional duty teacher</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction/Competition</td>
<td>Work's Compensation</td>
<td>Work Comp</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>4 Paras to assist with remote learning during Covid.</td>
<td>4 Paras to assist with remote learning during Covid.</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>4 Paras to assist with remote learning during Covid.</td>
</tr>
<tr>
<td>Eligible Direct Allocations</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>fica</td>
<td>Unemployment</td>
<td>FICA</td>
<td>Unemployment</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>$ 10,112</td>
<td>$ 10,112</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 124</td>
<td>$ 124</td>
<td>$ -</td>
<td>$ 1-76-3100-220-XX-829</td>
<td>Reimbursement-42 summer food service workers</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>Work's Compensation</td>
<td>Work Comp</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities,</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,795</td>
<td>$4,795</td>
<td>-</td>
<td>-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>$50,014</td>
<td>$50,014</td>
<td>-</td>
<td>-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

Plexiglass dividers throughout the District. Also includes Tersano sanitizing filters. Tersano is the brand name of the “foggers/sanitizers” we purchased to disinfect the buildings within the District.
USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement. During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives: 1. Involve as many staff as possible who support literacy instruction. 2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics. 3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home. 4. Culminate in a “capstone” project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data. 5. Increase the “multiplier effect” of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come. References: BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract) HATTIE, J. (2015). The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)
USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district’s commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie’s Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as “a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.” (Bandura, A. 1993). Dr. Hattie's description of research states; “Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.” (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement. During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives: 1. Involve as many staff as possible who support literacy instruction 2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in

<table>
<thead>
<tr>
<th>Class Code</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
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<tbody>
<tr>
<td>12.</td>
<td>Addressing learning loss</td>
<td>$239,597</td>
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<td>$137,356</td>
<td>$102,242</td>
</tr>
<tr>
<td></td>
<td>among students, including</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>443-1-050-19000100</td>
<td>Eligible Direct Allocation Improvement of Instruction Services</td>
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<tr>
<td>443-1-051-19000100</td>
<td>Eligible Direct Allocation Improvement of Instruction Services</td>
<td>Social Security Contributions</td>
<td>$-</td>
<td>$137</td>
<td>$-</td>
</tr>
<tr>
<td>443-1-052-19000100</td>
<td>Eligible Direct Allocation Improvement of Instruction Services</td>
<td>Unemployment</td>
<td>$137</td>
<td>$-</td>
<td>$137</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Worker’s Compensation</td>
<td>Work Comp</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td>----------</td>
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<tr>
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<td>$761-1000-119-00-828</td>
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<tr>
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<tr>
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<td>443-1-057-19000100</td>
<td>$34</td>
<td>-</td>
<td>$34</td>
<td>-</td>
<td>$761-1000-260-00-828</td>
</tr>
</tbody>
</table>

**Notes:**
- **Work Comp:** Workman’s Compensation
- **Unemployment:** Unemployment Compensation
- **FICA:** Federal Insurance Contributions Act

**Addresses:**
- Learning loss among students, including vulnerable populations
- Presenters for Summer ELA - Collective Efficacy
- Mental health services and supports
- Presenters for Collective Efficacy Training
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 503

Applicant / Mailing Address

2900 Southern Ave
PO Box 1056
Parsons, KS 67357

Applicant / First and Last Name of Owner, CEO, or Executive Director │ Lori A. Ray

Applicant / Email Address of Owner, CEO, or Executive Director │ lray@vikingnet.net

Applicant / Phone Number │ 6204215950

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) │ Tonya Phillips

Fiscal Agent / Email (if applicable) │ tphillips@vikingnet.net

Fiscal Agent / Mailing Address (if applicable)
COVID-19 had a direct and significant impact on the 1250+ Pre-K-12 students in USD 503. School building closures during Spring 2020 resulted in both academic & emotional learning loss for students. It clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. 31% of children in Parsons live in poverty and an average of 74% of our students are eligible for a free or reduced meal. Basic necessities in addition to access to instruction were the primary focuses of the spring semester. USD 503 was able to return to in person learning for the 2020-2021 school year. However, quarantining protocols, periods of remote learning and families that chose remote or virtual learning in some cases compounded the learning loss in both academics and social emotional areas. Our student MAP assessment data in both math and reading for grades 6-8 indicate that only 47% in reading and 32% in math are at or above the 50th percentile. Our state assessment data, grades 3-10 indicates that our district performance was below level 3 in overall reading and below a level 3 in overall concepts and procedures in math with the exception of 3rd grade. Implementing our afterschool programs and having the majority of students back full-time, achievement data has improved, especially at the primary level. However, we recognize that the gap continues to exist and without additional measures the gap will continue to grow.

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


Coordination of preparedness and 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 503 will use ESSER II funds in a variety of ways to support the academic, social emotional and physical needs of all students. We will provide summer school credit recovery and enrichment opportunities for grades K-12. After school programs during 2021-2022 to remediate learning loss caused by the pandemic and summer months. End of the year academic data showed large gaps in core subjects and the need for additional interventionists to provide explicit instruction in our buildings grades 2-12. The data showed a significant loss in our incoming 5th grade. To address that need an additional 5th grade teacher will be hired to reduce class size. The purchase of Fastbridge to screen students and allow for specific instruction based on individual needs. The purchase and use of Panorama to track academic and SEL data and provide SEL.
The addition of a behavior aide to help students SEL needs. We will continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols procedures. A virtual program partnership to meet student learning needs. Three nurse aides hired due to the pandemic will continue to provide necessary health related support. (Contact tracing, reinforcing safety protocols etc.) Windows at Lincoln and Guthridge are inoperable. We have been unable to open them to allow for fresh air causing a strain on the buildings’ 2019 HVAC systems to meet the outside air flow and ventilation requirements. New windows in these buildings would improve the health and safety of students, staff and extend the life of current HVAC systems. With an average of 74% of students eligible for a free or reduced meal we continue to have a need for additional technology devices and Wi-Fi access for students. The number of additional IT devices due to the pandemic requires one additional IT 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?

We will use a variety data to determine both the academic & social emotional impact the ESSER II funds have on our students. Academic and social emotional data analyzed by teachers, administrators and instructional coaches will include DIBELS, MAP, Fastbridge, formative and summative local and state assessments, behavior reports, attendance rates, graduation rates in addition to the Student Risk Screening Scale, the Student Internalizing Behavior Screening Scale and the number of health office visits. In order to maximize student growth and success, our Instruction and interventions will adjust accordingly based on the data at regular intervals throughout the school year.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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


34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Lori Ray
Date | 06/22/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>503-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Contracted nurse aides to provide health related support including contract tracing, reinforcing safety protocols</td>
<td>$ 110,000</td>
<td>$ -</td>
<td>$ 110,000</td>
<td>$ -</td>
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<td>503-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures</td>
<td>$ 62,000</td>
<td>$ -</td>
<td>$ 62,000</td>
<td>$ -</td>
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<td>503-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employ additional interventionists and an instructional coach at the secondary level as a result of year end academic data showing large gaps in core subjects, adding a new 5th grade teaching position as a result of significant learning loss in the incoming class</td>
<td>$ 170,000</td>
<td>$ -</td>
<td>$ 170,000</td>
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<td>Item</td>
<td>Budgeted Amount</td>
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<td>Reimbursable Amount</td>
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<tr>
<td>503-1-004-20210810</td>
<td></td>
<td>10. Providing mental health services and supports</td>
<td>Addition of a behavior room to address student SEL needs</td>
<td>$20,000</td>
<td>-</td>
<td>-</td>
<td>$20,000</td>
<td>How related to COVID-19; Applicant responded via email: Student dysregulation increased significantly after the return to school in the fall. The screeners that students and staff completed showed an increase in internalizing and externalizing behaviors since the fall of 2019. These behaviors and dysregulation are a result of the social and emotional learning losses due to Covid-19. This classified position will help elementary students self-regulate their behavior in order to be successful in the regular classroom. This is for a para.</td>
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<tr>
<td>503-1-005-20210810</td>
<td></td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Employ additional aides to expand our Title I services</td>
<td>$40,000</td>
<td>-</td>
<td>-</td>
<td>$40,000</td>
<td>How many positions; Applicant responded via email: Student learning loss requires 2 additional full time classified aides to provide additional Tier 2 and Tier 3 interventions.</td>
<td></td>
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<tr>
<td>503-1-006-20210810</td>
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<td>Regular Non-Certified Salaries</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>$30,000</td>
<td>-</td>
<td>-</td>
<td>$30,000</td>
<td>How many teachers, anticipated number of students and program duration; Applicant responded via email: Summer programs:</td>
<td></td>
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<td>503-1-007-20210810</td>
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<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Certified teachers for summer school/credit recovery and enrichment opportunities for grades K-12</td>
<td>$37,000</td>
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<td>$37,000</td>
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<td>503-1-008-20210810</td>
<td></td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Employ aides to support instruction for summer school/credit recovery and enrichment opportunities for grades K-12</td>
<td>$8,000</td>
<td>-</td>
<td>$8,000</td>
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<td>503-1-009-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$-</td>
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<td>503-1-010-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Instructional supplies and field trip tickets for summer school/credit recovery and enrichment opportunities for grades K-12</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$-</td>
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<td>503-1-011-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Employ certified staff at all buildings for after school programs to remediate learning loss caused by the pandemic and summer months.</td>
<td>$35,000</td>
<td>$-</td>
<td>$35,000</td>
<td>$-</td>
<td>$-</td>
<td>95760</td>
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<td>503-1-012-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Provide transportation from after school programs implemented as a result of pandemic learning loss</td>
<td>$16,000</td>
<td>$-</td>
<td>$16,000</td>
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<td>503-1-013-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Equipment</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Replacement of inoperable windows at Lincoln Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.</td>
<td>$14,500</td>
<td>$-</td>
<td>$14,500</td>
<td>$-</td>
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<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Equipment</td>
<td>Instruction Computers and Related Equipment (includes software if bought as a package)</td>
<td>Technology-Related Hardware</td>
<td>Replacement of inoperable windows at Guthridge Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.</td>
<td>$16,500</td>
<td>$16,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>95820</td>
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<tr>
<td>503-1-014-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Computers and Related Equipment (includes software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase additional technology devices as a result of the extreme poverty in this area. 74% of our students are eligible for free or reduced meals which puts the burden on our district to provide devices and related connectivity and supplies</td>
<td>$75,000</td>
<td>$-</td>
<td>$75,000</td>
<td>$-</td>
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<td>503-1-015-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Technology-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Installation of wi-fi in our buses for students to have access to internet.</td>
<td>$9,000</td>
<td>$-</td>
<td>$9,000</td>
<td>$-</td>
<td>$-</td>
<td>95890</td>
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<tr>
<td>503-1-016-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Technology-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Installation of wi-fi in our buses for students to have access to internet.</td>
<td>$9,000</td>
<td>$-</td>
<td>$9,000</td>
<td>$-</td>
<td>$-</td>
<td>95890</td>
<td>Information COVID-19 related: Applicant responded via email: The purchase of 200 Chromebooks for students in our 4th &amp; 5th grade building will ensure that every student has equal access to a functioning device during the day and also after school for learning loss remediation due to Covid-19. Our teachers all use Google Classroom which is easy to access on a Chromebook. The devices will also be used if the need arises to quarantine or develop other learning plans based on the pandemic.</td>
<td></td>
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<tr>
<td>503-1-017-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction LEA Payments to COOPs/Interlocals</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Expanded virtual program partnership to meet student learning needs.</td>
<td>$35,000</td>
<td>$-</td>
<td>$35,000</td>
<td>$-</td>
<td>$-</td>
<td>95810</td>
<td>Related to COVID-19; Applicant responded via email: We have had a virtual program for students grades 9-12 in the past. In order to provide high quality virtual instruction to students that need it due to Covid-19 we plan to increase the program to include students in grades 1-12. This additional cost is tied directly to Covid-19.</td>
<td></td>
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<tr>
<td>503-1-018-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Technology-Related Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of Fastbridge to screen students and allow for specific instruction based on individual needs</td>
<td>$11,500</td>
<td>$-</td>
<td>$11,500</td>
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<td>95800</td>
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<td>503-1-019-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Technology-Related Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase of Panorama for use in tracking academic and social emotional data. Contains social emotional screeners</td>
<td>$18,000</td>
<td>$-</td>
<td>$18,000</td>
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<td>509-1-021-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Unemployment Compensation</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Unemployment benefits</td>
<td>$11</td>
<td>$11</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>43</td>
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</tbody>
</table>
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District
---
Applicant / Entity Name | Unified School District No 504
Applicant / Mailing Address
---
719 Fourth Street
PO Box 129
Oswego, KS 67356

Applicant / First and Last Name of Owner, CEO, or Executive Director | Julie Wimp
---
Applicant / Email Address of Owner, CEO, or Executive Director | jwimp@usd504.org

Applicant / Phone Number | 620-795-2126

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 | Oswego
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.

Formative assessment data showed an academic decline for elementary students. Junior high students remained stable for the average to above average students, while the below average students experienced a decline academically. More high school students failed classes compared to last year. K-12 attendance was down, thus contributing to declining academic scores. Remote learners struggled with completing work, and the high school had two drop-outs; an increase from past years. Social Emotional counselors referred more students to mental health services than previous years. K-12 student office visits to the counselor increased 10%. The 7-12 counselor saw an increase in the number of return visits, nearly doubling. Grades K-8 experienced more bus disciplinary referrals and 9-12 experienced an increase in tobacco related office referrals. The majority of the disciplinary referrals were a result of anxiety, frustration and emotional control. The limitation of visitors had a negative impact on the school community. Teachers struggled with teaching remotely and in-person simultaneously, thus requiring additional work hours. Financial When the pandemic hit, we were not a one-to-one electronic device district and classrooms were not equipped or designed to teach remotely and in person concurrently. Remote learners experienced connectivity issues; this required the district to purchase technology (lap-tops, iPads, & Chrome books). Additional expenses were incurred to provide janitorial services and pay for over-time. We purchased PPE, cleaning and sanitation supplies, thermometers, hand sanitizer, etc. District-wide, enrollment was down 20 students (-4.5%). More than half were due to home schooling and on-line programs.

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

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

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.)

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.

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.

Planning and implementing an elementary supplemental after school program (PAT) to support students with learning loss associated with the pandemic. This program will allow for collaboration and communication with parents and guardians. Implement a Leadership Training program, which will allow for planning for and coordinating the LEAs students and staff. In addition, it will provide technology for online learning, guidance for carrying out IDEA requirements, and providing educational services. Provide a Jr.-Sr. High School after school academic assistance program during the school year to support students with learning loss associated with the pandemic. Due to the virus and quarantines, some students have fallen
behind on meeting their graduation requirements and credits. Acquire educational technology to aid with in-person and remote learning interaction between the LEAs students and teachers and mitigate learning loss. This will include software, connectivity, additional: lap-tops, iPads, Chrome Books, and Smart Boards to support in-person and remote learning. Provide training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. Provide students and staff mental health services and supports by purchasing a Crisis Prevention and Response program. Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic. Implement the use of Brainspring to provide teachers and staff with teaching and learning techniques to address learning loss. Provide a one-time \textdollar{500.00} to all staff for additional work time outside of their contract to develop and implement necessary procedures in response to the pandemic such as reviewing and modifying emergency health protocols, mitigation of the virus, cohorting procedures, and to plan and improve our capacity to teach both in-person and remotely.

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

For academic impact monitoring, we will utilize data from Fastbridge, Kansas Assessments, Edmentum, ASQ, ACT, WorkKeys, student grades, etc. This data can be disaggregated to determine the impact of special programs offered in the summer and after school, as well as progress throughout the school year. Many of our needs are technological. Our response includes the purchase and use of lap-tops, iPads, Chrome Books, smart boards, software, etc. The technology will allow us to measure student growth and achievement and provide personalized academic and SEL instruction to mitigate learning loss. Additionally, we will use technology to provide assessments and instruction in core and elective classes. Assessment and surveys will allow us to measure technological use and impact and effect on teaching and learning.

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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


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 allowable 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 │ Julie Wimp
Date │ 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 504-1-001-20210810 | Eligible | Direct Allocation | Support Services | LEA Payments to COOPs/Interlocals | 11B. Planning and implementing supplemental after-school programs | Greenbush (PAT): Allows for collaboration with parents & guardians | $24,000 | $8,000 | $8,000 | $8,000 | - | 88 | Per narrative, Planning and implementing an elementary supplemental after school program (PAT) to support students with learning loss associated with the pandemic. This program will allow for collaboration and communication with parents and guardians. Per applicant, "Greenbush (PAT): Allows for collaboration with parents and guardians to address students' learning loss."
| 504-1-002-20210810 | Eligible | Direct Allocation | Instruction Intereducational, Interagency Purchased 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 | Greenbush (Student Enrichment Services): Student Leadership Training Programs | $29,850 | $9,950 | $9,950 | $9,950 | - | 88 | Per narrative, Implement a Leadership Training program, which will allow for planning for and coordinating the LEA's students and staff. In addition, it will provide technology for online learning, guidance for carrying out IDEA requirements, and providing educational services. Per applicant, "Greenbush (Student Enrichment Services): Virtual and on-site learning and collaboration programs for students to improve loss of learning."
<table>
<thead>
<tr>
<th>Document ID</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>Professional &amp; Technical Services</th>
<th>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</th>
<th>Greenbush (Environmental Consortium): Custodial training to provide a safe school environment for students &amp; staff</th>
<th>$6,255</th>
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<tr>
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<td>Direct Allocation</td>
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<td>Purchased Professional &amp; Technical Services</td>
<td>Professional &amp; Technical Services</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Greenbush (Environmental Consortium): Custodial training to provide a safe school environment for students &amp; staff</td>
<td>$6,255</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Greenbush (Tumblebooks): K-12 E-books database to improve reading loss</td>
<td>$3,354</td>
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<td>504-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Monitoring Services</td>
<td>Debt Service &amp; Miscellaneous</td>
<td>Professional &amp; Technical Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Greenbush (Transportation Consortium): Transportation staff safety training</td>
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<td>504-1-006-20210810</td>
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<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Supplies &amp; Materials</td>
<td>Professional &amp; Technical Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Greenbush (Administrative Services): Support for administrative team</td>
<td>$4,050</td>
</tr>
</tbody>
</table>

Per narrative, Provide training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.

Per narrative, Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic.

Per applicant, “Yes, the transportation staff will be trained to provide social emotional supports to students when being transported.”

Per applicant, “Greenbush (Administrative Services): Support for the administrative team to enhance their efforts in aligning and implementing curriculum to provide students with effective learning opportunities to address learning deficiencies due to COVID.”
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Support Services - Instruction</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>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</th>
<th>Greenbush (School Improvement Services): Support for certified staff</th>
<th>$24,690</th>
<th>$8,230</th>
<th>$8,230</th>
<th>$8,230</th>
<th>$ -</th>
<th>88</th>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Greenbush (Crisis Prevention &amp; Response): Support for students &amp; staff</td>
<td>$6,300</td>
<td>$2,100</td>
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<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Edmentum (Study Island &amp; Reading Eggs): Interactive reading programs to provide for reading skills loss</td>
<td>$19,229</td>
<td>$6,410</td>
<td>$6,410</td>
<td>$6,410</td>
<td>$ -</td>
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Per applicant, "Greenbush (School Improvement Services): Provide professional development to certified staff to assure they are prepared to assist with reduced or loss of learning due to COVID."

Per narrative, Provide students and staff mental health services and supports by purchasing a Crisis Prevention and Response program.

Per narrative, Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic.
<table>
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<tr>
<th>Grant Title</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>NCS Pearson (AimsWeb): Provide additional learning intervention programs for students</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
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<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>NCS Pearson (AimsWeb): Provide additional learning intervention programs for students</td>
<td>ESGL: Provide additional learning programs to students to provide for learning loss</td>
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<td>504-1-011-20210810</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Provide $500.00 “Premium Pay” for all USD 504 employees &amp; Inter-local 637 employees for additional planning and collaboration time.</td>
<td>Provide $500.00 “Premium Pay” for all USD 504 employees &amp; Inter-local 637 employees for additional planning and collaboration time.</td>
<td>$ 28,000</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Provide $500.00 “Premium Pay” for all USD 504 employees &amp; Inter-local 637 employees for additional planning and collaboration time.</td>
<td>Provide $500.00 “Premium Pay” for all USD 504 employees &amp; Inter-local 637 employees for additional planning and collaboration time.</td>
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<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>NCS Pearson (AimsWeb): Provide additional learning intervention programs for students</td>
<td>ESGL: Provide additional learning programs to students to provide for learning loss</td>
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<tr>
<td>504-1-014-20210810</td>
<td>General Supplies and Materials (includes computer software) 12. Addressing learning loss among students, including vulnerable populations Brainspring: Provides instructors with learning techniques and trainings to address learning loss</td>
<td>$1,204</td>
<td>$1,204</td>
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<td>Per applicant, &quot;Brainspring: Provides instructors with learning techniques and trainings to address learning loss among students, including vulnerable populations.&quot;</td>
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<td>504-1-015-20210810</td>
<td>Supplies-Technology Related 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students Blooket Plus: Provide additional intervention programs for students due to learning loss or learning difficulties.</td>
<td>$2,250</td>
<td>$750</td>
<td>$750</td>
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<td>Per applicant, &quot;Blooket Plus: Provide additional intervention programs for students due to learning loss or learning difficulties.&quot;</td>
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<tr>
<td>504-1-016-20210810</td>
<td>Supplies-Technology Related 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students Generation Genius: Provide additional learning opportunities for students' learning loss</td>
<td>$5,970</td>
<td>$1,990</td>
<td>$1,990</td>
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<td>Per applicant, &quot;Generation Genius: Provide additional learning opportunities for students' learning loss.&quot;</td>
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<td>504-1-017-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Classroom tables: additional furniture for students to adhere to social distancing</td>
<td>$493</td>
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<td>Instruction Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Seesaw Learning Subscription: Provide additional learning interventions for students and teaching tools for teachers</td>
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<td>$743</td>
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<td>Instruction Professional Employee Training and Development Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Center for the Collaborative Classroom: Provide instructors with learning techniques, training, and materials to address learning loss</td>
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<td>District ID</td>
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<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase technology for students and staff for remote &amp;/or virtual access</td>
<td>Funding Source</td>
<td>Total Amount</td>
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<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase technology for students and staff for remote &amp;/or virtual access</td>
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<td>$ 35,484</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Hire a Nurses Aid/Para to assist District Nurse</td>
<td>$ 60,000</td>
<td>$ 20,000</td>
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<tr>
<td>004-1-022-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>SHI: Go Guardian - purchase &amp; utilize device management software</td>
<td>$ 10,665</td>
<td>$ 5,333</td>
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</tbody>
</table>
# ESSER II Change Request Overview and Table of Contents

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)¹</th>
<th>% Students Approved for Free- or Reduced-Price Lunch²</th>
<th>Total Direct and True Up Allocation</th>
<th>Previously Eligible</th>
<th>% Requested of Total Allocation Previously</th>
<th>Requested Change</th>
<th>Total Change Request Approved</th>
<th>Eligible net change for Task Force Review</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)¹</th>
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<td>-</td>
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<td>South Haven</td>
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<td>- (0)</td>
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<td>922,841</td>
<td>80%</td>
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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.
Applicant details

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

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

**Select an Applicant Type**  |  Unified School District
---|---
**Applicant / Entity Name**  |  USD 248 - Girard
**Applicant / Mailing Address**  |  bbauer@girard248.org
**Applicant / First and Last Name of Owner, CEO, or Executive Director**  |  Blaise Bauer
**Applicant / Email Address of Owner, CEO, or Executive Director**  |  bbauer@girard248.org
**Applicant / Phone Number**  |  620-724-4325

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

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

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

Application details

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

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

Coordination of preparedness and 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.

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.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our ESSER II funds will directly impact the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federal authorized uses of ESSER II funds. At this point, we are requesting approval of $601,587 of our $690,953 allocation, or 87%. Below is a breakdown of our proposed ESSER II budget, the authorized use number for justification and the requested dollar percentage of our $690,953 allocation. Mental Health Services (3%)-Summer learning\after school programs (6%) (A,B,C,D) - Learning Loss Assessments that includes all subgroups (11%)12-Facility Repairs (1%)14-Indoor Air quality (18%)15-Other Activities (Food Service) (8%)3-Resources to Address School Needs (1%)5-Preparedness and Response (.5%)7-Sanitation (4%)8-Long Term Closures (.5%) 9-Educational Technology (36%) We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning
opportunities for students, provide additional technology staff to implement the technology and replace equipment damaged when students took devices home during mandated quarantines and school closings. We are allocating the second largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in the middle school and high school. Our remaining ESSER II funds will address mental health services, student learning loss, improved sanitation, food service needs to mitigate COVID risks, the purchase of learning software, professional development for staff, summer school and after school programs for students and compensation for staff to provide student services outside their normal contract. Our proposal to use ESSER II funding involved input from all staff in the district and the USD 248 Board of Education.

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

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

Notes on ESSER II application Excel template:

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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


34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 and 18 USC § 1001, as appropriate.

Electronic Signature │ Blaise Bauer

Date │ 07/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We are working the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared.</td>
<td>$ 15,000</td>
<td>$ 15,000</td>
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<td>$ -</td>
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<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Instructional</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school will provide extra learning opportunities for students who lost academic success due to Covid.</td>
<td>$ 1,260</td>
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<tr>
<td>248-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional</td>
<td>Software</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Instructional</td>
<td>Software</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This will provide resources to support the social-emotional development/behaviors of students in our after school/summer school programs that reinforce the skills taught during our school day. This includes increasing emotional regulation, building social skills, and resources used to help calm students.</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96569</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>We are requesting supplies and materials to support our summer learning program and close the academic gap among our K-5 students. These resources will provide our students with additional learning opportunities to ensure continued progress during the summer months. Examples of these items would include writing journals, independent learning tools, reading and math activities that allow for whole group and independent practice, along with resources that provide phonics and phonological awareness support.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96542</td>
<td>Approved at 5/11/2021 State Board Meeting. Corrected account number and object code per applicant direction.</td>
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<tr>
<td>248-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>We will offer students an extended learning opportunity throughout the month of June. We will focus on closing the gap and providing interventions to meet individual student needs. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive $35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.</td>
<td>$7,840</td>
<td>$7,840</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96524</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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</tr>
<tr>
<td>248-1-006-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Software</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Change Request - Reduced cost. Originally approved for $17,000. Since then, we received a reduction for January 1, 2021 - June 30, 2022 from our original application.</td>
<td>$16,800</td>
<td>$16,800</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96567</td>
<td>Change Request-Previously approved for $17,000.00 SFY 2021</td>
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<tr>
<td>Eligible Direct Allocation Instruction Regulated Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school will be required for students who are identified as being behind either in academic skills or academic credit. This time will allow for students to recover lost academic proficiencies due to the Covid 19 shutdown and remote learning.</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96522 Approved at 5/11/2021 State Board Meeting</td>
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<tr>
<td>Eligible Direct Allocation Instruction Regulated Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Proposal to use ESSER funds 2-3-21 This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. We are finding as we review building data K-5, our 1st grade population is showing the greatest need for academic assistance. Therefore, we would like to request additional support for these students. Proposal: Long-Term Substitute teacher for 8 weeks at $115/day ($4600 total) We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, and fluency support.</td>
<td>$4,600</td>
<td>$4,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96527 Approved at 5/11/2021 State Board Meeting</td>
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<td></td>
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<tr>
<td>Eligible Direct Allocation Instruction Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension. This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments--not just reading.</td>
<td>$1,925</td>
<td>$1,925</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96568 Approved at 5/11/2021 State Board Meeting</td>
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</tbody>
</table>
| Eligible Direct Allocation | Instructional Software | 12. Addressing learning loss among students, including vulnerable populations | The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension.

This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments—not just reading. | $5,775 | $5,775 | $- | $- | $- | 96567 | Approved at 5/11/2021 State Board Meeting |
| Eligible Direct Allocation | Improvement of Instructional Services | Professional Education Services | 12. Addressing learning loss among students, including vulnerable populations | IXL Training-Core Content Teachers

Teachers be trained on how to effectively use IXL “to assess student progress and meet the needs of those students.” Teachers will use this time to “implement evidence based activities to meet the comprehensive needs of students.”

The fees would include onsite IXL training by the company. | $3,200 | $3,200 | $- | $- | $- | 96521 | Approved at 5/11/2021 State Board Meeting |
| Eligible Direct Allocation | Improvement of Instructional Services | Professional Education Services | 12. Addressing learning loss among students, including vulnerable populations | STAR 360 is part of the AR/Renaissance program suite. This training will allow our teachers to measure reading fluency and develop individual programs to help each students recover lost skills from the Covid 19 shut down. | $900 | $900 | $- | $- | $- | 96521 | Approved at 5/11/2021 State Board Meeting |
| Eligible Direct Allocation | Instructional Software | 12. Addressing learning loss among students, including vulnerable populations | These resources will support our social-emotional curriculum within the K-5 classrooms (415 students).

The Second Step Bullying Prevention Kit is a research based resource to create a positive school climate. It sets a foundation for social and academic success.

The SMART Guidance SEL Program offers activities to instruct social-emotional learning for K-5 students. | $1,700 | $1,700 | $- | $- | $- | 96569 | Approved at 5/11/2021 State Board Meeting |
<table>
<thead>
<tr>
<th>ID</th>
<th>Type</th>
<th>Eligibility</th>
<th>Direct Allocation</th>
<th>Instruction Type</th>
<th>Textbooks</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>The leveled book sets will support differentiated reading instruction within the classroom. Our teachers provide 3-4 guided groups daily based on instructional reading level. The comprehension passages will provide additional opportunities for students to practice fluency and retention of details within the text. This will also help address learning loss and meet the comprehensive needs of our students in 3rd-5th grade.</th>
<th>$900</th>
<th>$900</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>$99537</th>
<th>Approved at 5/11/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>248-1-015-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This additional full-time paraprofessional for the 2021-22 school year will provide support for students PreK-5 as we address the learning gap within math and reading. This individual will work with the teachers to ensure the students are progressing and adjust support as needed throughout the school year. This will also provide additional time for our Title Teacher to support classroom instruction through coaching cycles as they work together to meet all student learning needs.</td>
<td>$26,000</td>
<td>$26,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$96528</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>248-1-016-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. Based on academic data, our students would benefit from additional interventions and support in math and reading. We would like to request a Long-Term Substitute teacher for 18 weeks at $115/day ($10,350 total) as we begin the 2021-22 school year. We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, fluency, and comprehension support.</td>
<td>$10,350</td>
<td>$10,350</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$96527</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
</tr>
</tbody>
</table>
### 248-1-017-20210810
| Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | We are requesting supplies and materials for the 2021-22 school year to support student learning while also following health and safety protocols and social distancing. This would include independent learning and whole group activities to address learning loss, digital task cards and skill work opportunities, individual manipulatives, learning tools to address reading and math standards, student supplies needed for classroom use, along with resources for student intervention support. | $3,500 | $3,500 | $- | $- | $- | 96542 Approved at 5/11/2021 State Board Meeting. |

### 248-1-018-20210810
| Eligible Direct Allocation Instruction Regular Certificed Salaries | 12. Addressing learning loss among students, including vulnerable populations | 3 planning and organization meetings with GHS/GMS teachers to learn how to use IXL more effectively and meet departmentally to determine learning lost across all grade levels and plan for remediation/implementation next year. | $3,300 | $3,300 | $- | $- | $- | 96522 Approved at 5/11/2021 State Board Meeting. |

### 248-1-019-20210810
| Eligible Direct Allocation Support Services - Instruction Regular Non-Certificed Salaries | 12. Addressing learning loss among students, including vulnerable populations | (12C) Learning Loss - Parent and family support- An additional staff member is needed for the development and implementation of a help desk ticketing system to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment. | $4,200 | $4,200 | $- | $- | $- | 96530 Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents. |
12. Addressing learning loss among students, including vulnerable populations

Additional Staff: (12D) An additional staff member is needed to update and configure our SIS system & our Check in & out application for remote learning and to track student attendance and improve student engagement in distance education.

$4,300

96530

Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

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

Additional Staff: (13I) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additional staff is needed to assist with the installation of our additional hardware needs, such as access points, Apple TV’s, TV’s, and iPad devices.

$2,300

96530

Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
<table>
<thead>
<tr>
<th>ID</th>
<th>Action</th>
<th>Equipment</th>
<th>Phase</th>
<th>Description</th>
<th>Original Cost</th>
<th>Change Request</th>
<th>Actual Cost</th>
<th>Change Request</th>
<th>Approval Note</th>
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</thead>
<tbody>
<tr>
<td>248-1-022-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>13. School facility repairs and improvement s to enable operation of schools to reduce risk of virus transmission and exposure to environmenta l health hazards, and to support student health needs</td>
<td>$6,570.00</td>
<td>Change Request: Prices were reduced by company.</td>
<td>$5,801</td>
<td>-</td>
<td>-</td>
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<tr>
<td>248-1-024-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>$36,315</td>
<td>Change Request: Price reduced due to product change.</td>
<td>$22,567</td>
<td>-</td>
<td>-</td>
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<td>Doc. ID</td>
<td>Type</td>
<td>Category</td>
<td>Item Description</td>
<td>Cost Details</td>
<td>Amount</td>
<td>Cost</td>
<td>Requested</td>
<td>Approved at</td>
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</tr>
<tr>
<td>248-1-025-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting $35,000 for 10 months of operation for the 2021 - 2022 school year.</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96710</td>
</tr>
<tr>
<td>248-1-026-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting $14,000 for the remaining operating months of February through May of the 2020 - 2021 school year.</td>
<td>$14,000</td>
<td>$14,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96710</td>
</tr>
<tr>
<td>248-1-027-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>I am requesting 98 hours of substitute cook wages (98x$10.60) from the months of February 2021 through May 2021 that were used for the preparation and packaging of food for touch free grab and go cafeteria lines.</td>
<td>$1,039</td>
<td>$1,039</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96700</td>
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<tr>
<td>248-1-028-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Fiscal Services</td>
<td>This software will allow us to continue to employ our existing staff by allowing remote working opportunities for our two high-risk employees, limiting their exposure to COVID19 and by allowing remote working opportunities for our district staff who are under quarantine. This software will also provide a contactless onboarding process for new employees, limiting the spread of COVID19.</td>
<td>$5,530</td>
<td>$5,530</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96520</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Professional Education Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>We will provide literacy training for all PreK-5th grade teachers to review the literacy model components and ensure continuity within our building instruction. This will include 26 staff members attending and two staff members presenting on literacy and closing the learning gap. Components to be discussed include grade level standards, phonics, phonemic awareness, comprehension, fluency, spelling, ongoing assessments, and using data to drive our instruction. This will be a one-day training, however, half of our staff will join on one day, the other half will attend the second day. Staff will be paid $35/hour and will attend a 6 hour training.</td>
<td>$6,750</td>
<td>$6,750</td>
<td>$-</td>
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<tr>
<td>Direct Allocation</td>
<td>Administrative Technology Services</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Additional Staff: (5) Preparedness and response efforts - Additional Staff is needed to develop and implement new applications and information for the online enrollment setup and procedures.</td>
<td>$3,280</td>
<td>$3,280</td>
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<tr>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase personal protective equipment such as children's face masks, hand sanitizer, disposable gloves, disposable wipes, probe thermometer covers and non-contact thermometer batteries.</td>
<td>$4,264</td>
<td>$4,264</td>
<td>$-</td>
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</table>
### General Supplies and Materials (includes computer software)

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

The science department would like to request a dishwasher with a sanitizing cycle in order to clean and sanitize all glassware and equipment between uses. This will ensure that all students at Girard High School will be using and handling clean/sanitized equipment in all science laboratories. In addition it will prevent the additional handling of used equipment in the cleaning process.

<table>
<thead>
<tr>
<th>Change Request</th>
<th>Approved by:</th>
<th>Approved at:</th>
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<tbody>
<tr>
<td>Increase cost. Our original bid price of $18,800 at the time of submitting the original application was outdated. This is the updated bid.</td>
<td>5/11/2021 State Board Meeting.</td>
<td>96629</td>
</tr>
</tbody>
</table>

### Operation & Maintenance of Plant

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

- **Electrostatic sprayers 8ea.**
  - Cost: $4,800 (D13)

**Washer and Dryer for daily mask sanitization**

- Cost: $1,684

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<thead>
<tr>
<th>Change Request</th>
<th>Approved by:</th>
<th>Approved at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Previously approved for $18,800.00 SFY 2021. Per applicant, the equipment are floor cleaners custodial staff will utilize to clean/disinfect floors in accordance with COVID protocols.</td>
<td>5/11/2021 State Board Meeting.</td>
<td>96629</td>
</tr>
<tr>
<td>- Approved at 5/11/2021 State Board Meeting. Per applicant, the per unit cost is $600, with the total cost reflecting 8 units.</td>
<td>5/11/2021 State Board Meeting.</td>
<td>96629</td>
</tr>
<tr>
<td>- Approved at 5/11/2021 State Board Meeting.</td>
<td>5/11/2021 State Board Meeting.</td>
<td>96629</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Approval Details</td>
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</tr>
<tr>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>$2,100</td>
<td>Approved at 5/11/2021 State Board Meeting. Per applicant, the request is a portable tool box of art supplies for remote learners, quarantined learners and students in social distancing settings. This will allow us to properly provide resources due to the COVID pandemic.</td>
</tr>
<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$4,763</td>
<td>Change Request - Reduced price from $5,400 in the original application due to a decrease in the number of keyboards needed.</td>
</tr>
<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$4,022</td>
<td>Change Request: Increased price from the $3,347 in the original application due to a need for an additional device. Sent Purchase Req and Proposal - Sent PO on 6/12 2466 - swivl - 1556 - Apple = 4022</td>
</tr>
</tbody>
</table>

Change Request-Previously approved for $5,400.00 SFY 2021.

Change Request-Previously approved for $3,347.32 SFY 2021.
<table>
<thead>
<tr>
<th>Code</th>
<th>District</th>
<th>Allocation</th>
<th>Equipment</th>
<th>Description</th>
<th>Approved Date</th>
<th>Approval Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>248-1-039-20210810</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruct</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Students and staff are needing connectivity in more locations. Installing a point to point wireless bridge will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our southwest parking lot.</td>
<td>5/11/2021</td>
</tr>
<tr>
<td>248-1-040-20210810</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruct</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: Increased price from the $1,588 in the original application due to a need to have more coverage area on in this sector for better connectivity. Instead of 1 device, we will need two. Sent requisition to board office. PO sent to SMC on 6/14</td>
<td>5/11/2021</td>
</tr>
<tr>
<td>248-1-041-20210810</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruct</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Our auditorium is being used as a classroom for Band and Choir for our back to school plan. A new projection system with HDMI capabilities is needed to allow classroom teachers to interact on the large projected screen. Teachers need to be able to project their iPad or computer screen while interacting with students throughout the auditorium. This system will also allow students to social distance while still interacting with other band and choir members.</td>
<td>5/11/2021</td>
</tr>
<tr>
<td>248-1-042-20210810</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruct</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The purchase of educational technology is needed so that students may compete remotely in their regular choir competition. -Microphone -Cables -Lens covers -Lighting</td>
<td>5/11/2021</td>
</tr>
<tr>
<td>Request ID</td>
<td>Eligible Direct Allocation Instruction Equipment</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request</td>
<td>New Cost</td>
<td>Original Cost</td>
<td>Approved at</td>
</tr>
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<tr>
<td>248-1-043-20210810</td>
<td>Eligible Direct Allocation Instruction Equipment</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Reduced price from the $5,9934 in the original application. Do not need as many devices. Sent Purchase Req and Proposal - Ordered on 6/12</td>
<td>$5,470</td>
<td>$5,993.40</td>
<td>-</td>
</tr>
<tr>
<td>248-1-044-20210810</td>
<td>Eligible Direct Allocation Instruction Equipment</td>
<td>(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil is needed for grading digital assignments.</td>
<td>Reduced cost from the $810 in the original application due to a better bid. - Sent Purchase Req and Proposal - Ordered on 6/12</td>
<td>$3,560</td>
<td>$810.00</td>
<td>-</td>
</tr>
<tr>
<td>248-1-045-20210810</td>
<td>Eligible Direct Allocation Instruction Equipment</td>
<td>(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil is needed for grading digital assignments.</td>
<td>Reduced cost from the $6,072 in the original application due to a price reduction from the company. - Sent Purchase Req and Proposal - Ordered on 6/12</td>
<td>$5,567</td>
<td>$6,072.71</td>
<td>-</td>
</tr>
<tr>
<td>248-1-046-20210810</td>
<td>Eligible Direct Allocation Instruction Equipment</td>
<td>(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil is needed for grading digital assignments.</td>
<td>Reduced cost from the $6,072 in the original application due to a price reduction from the company. - Sent Purchase Req and Proposal - Ordered on 6/12</td>
<td>$5,567</td>
<td>$6,072.71</td>
<td>-</td>
</tr>
<tr>
<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Change Request</td>
<td>Amount Original</td>
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<tr>
<td>248-1-047-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Change Request: Increased cost from the $2,000 in the original application due to the need for an increase in numbers.</td>
<td>$ 4,220</td>
</tr>
<tr>
<td>248-1-048-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>As part of our back to school plan, our cafeteria is being used for Choir when our auditorium is scheduled for other student activities. A new amplifier for our sound system is needed in our the cafeteria for student/teacher interactions and for the success of our choir course.</td>
<td>$ 1,252</td>
</tr>
<tr>
<td>248-1-049-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Change Request: Increased cost from the $29,147 in the original application due to change in pricing. Purchase requisition sent to board office 6/15</td>
<td>$ 29,424</td>
</tr>
<tr>
<td>248-1-050-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Change Request: Increase cost from the $10,194 in the original application due to change in pricing. Purchase requisition sent to board office 6/15</td>
<td>$ 10,140</td>
</tr>
<tr>
<td>248-1-051-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Change Request: Reduced cost from the $48,854 in the original application due to the ability to finance a large portion of this need with eRate money. PO sent to Crawkan on 5/12: Completing work in July- E-rate 34,198.28 ESSER 14,656.40</td>
<td>$ 14,656</td>
</tr>
<tr>
<td>Code</td>
<td>Type</td>
<td>Equipment</td>
<td>Purpose</td>
<td>Cost</td>
<td>Approved</td>
<td>Notes</td>
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</tr>
<tr>
<td>248-1-052-20210810</td>
<td>Eligible Direct Allocation Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The purchase of iPad devices and cases needed to replace damaged iPad devices and cases for students and classroom instructors.</td>
<td>$98,685</td>
<td>$98,685</td>
<td>$ - $ - $ - $ - 96628 Approved at 5/11/2021 State Board Meeting. Per applicant, the technology request addresses the need to address COVID related remote and on-site learning.</td>
</tr>
<tr>
<td>248-1-053-20210810</td>
<td>Eligible Direct Allocation Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>It is imperative for the school to purchase more Texas Instruments graphing calculators. The newer models, TI-84 Plus CE, are rechargeable and do not require the purchase of AAA batteries. These calculators can be used on both the ACT and the State Assessment. We currently have to share some calculators which means they have to be disinfected between uses. We currently have about 170 graphing calculators, but many of these are from 2006 and have stopped working. With the current enrollment, we need at least 190 total graphing calculators to check out to students enrolled in math classes at the Algebra II level or higher.</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$ - $ - $ - $ - 96540 Approved at 5/11/2021 State Board Meeting. Per applicant, the request addresses social distancing, remote learning and learning loss related to COVID.</td>
</tr>
<tr>
<td>248-1-054-20210810</td>
<td>Eligible Direct Allocation Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>This purchase would allow for the creation of digital recordings for both band and choir students utilizing its USB output. This allows for the piano to be directly hardwired to a laptop to make recordings into GarageBand. Whether students are attending class in-person or remotely, they would be able to access high quality practice tracks, accompaniments, and example songs, created with the technology afforded by this digital piano.</td>
<td>$800</td>
<td>$800</td>
<td>$ - $ - $ - $ - 96544 Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>248-1-055-20210810</td>
<td>Eligible Direct Allocation Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The IXL platform allows for teachers to identify, assess and target weaknesses in reading, math computation, Spanish literacy and science knowledge. This program will aid in helping diagnose academic deficits and skills there are behind in from the school closure this past year. The educational platform will be used weekly in all Math, ELA and Science classrooms as a progress monitor.</td>
<td>$7,900</td>
<td>$7,900</td>
<td>$ - $ - $ - $ - 96567 Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>248-1-056-20210810</td>
<td>Eligible Direct Allocation Instruction Music First Classroom Limitation: Lack of music specific software to support ensemble students learning remotely. Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so. This software will provide valuable data on student learning in music education and can create a portfolio of a student's music career from beginning band to high school graduation, providing a better measurement of students learning outside of the typical performance avenue.</td>
<td>$5,200</td>
<td>$5,200</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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</tr>
<tr>
<td>248-1-057-20210810</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software) New Line Item: $8,102.39 to address learning loss.</td>
<td>$8,102</td>
<td>$8,102</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>248-1-058-20210810</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software) New Line Item: $5,000 to address Pre-K phonics.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>
### 248-1-059-20210810
- **Eligible Direct Allocation**
- **Instruction Software**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>New Line Item: $9,627.50 to purchase a district wide screener for student date.</td>
<td>$9,628</td>
</tr>
</tbody>
</table>

### 248-1-060-20210810
- **Eligible Direct Allocation Health Services Miscellaneous Supplies**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New Line Item: $932.65 for PPE equipment.</td>
<td>$933</td>
</tr>
</tbody>
</table>

### 248-1-061-20210810
- **Eligible Direct Allocation Instruction Regularly Certified Salaries**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item- Premium/Retention Pay for certified staff members</td>
<td>$40,000</td>
</tr>
</tbody>
</table>

July 13, per applicant: Our staff will utilize FastBridge to obtain reliable data for each student. This will be used as a building-wide screener, along with progress monitoring, to gather reading, math, and social-emotional data throughout the school year and determine student needs due to COVID issues. This has been recommended by KSDE as a statewide screener.

New line item. July 13, per applicant, edited the requested amount from SFY 2021 to SFY 2022. Further, These funds are being requested for SFY2022. We will not provide the premium pay stipend unless approved by you. We are recommending that 80 certified staff receive $500 each and 68 classified staff will receive $500 each. All staff will receive the same amount. If we tell the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them $500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the $500 incentive in our November 2021 payroll.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instructional Salaries</th>
<th>New Line Item: Premium/Retention Pay for classified staff salaries</th>
<th>$ 32,500</th>
<th>$ -</th>
<th>$ 32,500</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>96532</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item: $25,420 to aid in student learning loss/remediation/assessment.</td>
<td>$ 24,657</td>
<td>$ -</td>
<td>$ 24,657</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96567</td>
</tr>
<tr>
<td>New line item. July 13, per applicant, edited the requested amount from SFY 2021 to SFY 2022. Further, These funds are being requested for SFY 2022. We will not provide the premium pay stipend unless approved by you. We are recommending that 80 certified staff receive $500 each and 68 classified staff will receive $500 each. All staff will receive the same amount. If we tell the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them $500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the $500 incentive in our November 2021 payroll.</td>
<td>New line item. July 13, per applicant: The Star 360/MyOn learning suite will allow GHS and GMS to identify, intervene and help remediate students who fell behind on their reading levels and reading comprehension skills during the COVID pandemic. STAR 360 allows for students to be tested, progress monitored and provides an individual prescriptive program for each student. This program is web based and individualized so it allows for students to work at their own speed and pace. The MyOn digital library provides over 7,000 digital titles to students who may be quarantined or remote learning. Having digital access to books will increase students ability to read during potential school closings and quarantines. Digital books do not require face to face contact and would be safer for all involved.</td>
<td></td>
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</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District
---|---
**Applicant / Entity Name** | USD 257 IOLA
**Applicant / Mailing Address** | 305 North Washington
Iola, KS 66749
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Stacey Fager
**Applicant / Email Address of Owner, CEO, or Executive Director** | stacey.fager@usd257.org
**Applicant / Phone Number** | 620-365-4700

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

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

**Applicant / Federal EIN (if applicable)** | 48-0699446
**Applicant / Website Address (if applicable)** | www.usd257.org

**Applicant / Mission Statement (if applicable)**

We educate ALL students for college and/or career readiness.
Fiscal Agent / Name (if applicable) | Marcie Boring
Fiscal Agent / Email (if applicable) | marcie.boring@usd257.org
Fiscal Agent / Mailing Address (if applicable)
305 North Washington
Iola, KS 66749

Application details

Full District Name | IOLA
District Number | 257
Mailing Address | Street Address | 305 North Washington Ave.
Mailing City | IOLA
Mailing Address | Zip Code | 66749

Authorized Representative of the District | Name | Stacey Fager
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | stacey.fager@usd457.org
Authorized Representative of the District | Phone Number | +16203654700

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

Other District Representative 1 | Email Address | marcie.boring@usd257.org
Other District Representative 2 | Email Address | jenna.higginbotham@usd257.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 believe the impact of COVID-19 has been equal among all our students. We see the highest impact being social emotional needs specifically in our 6th-12th grade students. We are seeing this negative impact mostly in apathetic students whether they are learning from home or in the classroom. We feel it has taken 3/4ths of the year to get students to get back into the groove of learning and actively participating. We have seen less of this change from our elementary students. However, we
have seen an increase in social emotional needs from all grade levels in the aspect of worrying about their families. Students can feel the fear of parents losing their jobs and/or family members possibly falling ill from COVID, or worry that they themselves will become sick or take germs home.

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

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

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

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

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

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

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

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

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

**Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

• Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
• Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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


34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]
34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following
certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective
participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or
entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section
1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than
$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational
Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical 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 | Stacey Fager
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendatio n</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditure in SFY 2021 ($)</th>
<th>Budgeted Expenditure in SFY 2022 ($)</th>
<th>Budgeted Expenditure in SFY 2023 ($)</th>
<th>Budgeted Expenditure in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>257-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
<td>$ 34,000</td>
<td>$ 34,000</td>
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<td>$ -</td>
<td>$ -</td>
<td>99871</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<td>257-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
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<td>$ 7,700</td>
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<td>$ -</td>
<td>99872</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<td>257-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Dues and Fees</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS</td>
<td>$ 3,300</td>
<td>$ 3,300</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99876</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>257-1-004-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>STUDENT COMPUTERS/LICENSES TO PROVIDE EVERY STUDENT WITH THEIR OWN DEVICE FOR LEARNING. CHARGING STATIONS/CASES TO AVOID CHROMEBOOKS BEING IN A CENTRALLY LOCATED AREA to space students out and allow social distancing.</td>
<td>$ 213,044</td>
<td>$ 213,044</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99873</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>257-1-005-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>CURRICULUM TO PROVIDE FOR OUR SPED AND TITLE CLASSROOMS INCLUDING MANIPULATIVE KITS. This will address unique needs of SPED and Title students that have identified learning gaps due to covid.</td>
<td>$ 56,836</td>
<td>$ 56,836</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99874</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>HVAC UPGRADE AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION to lessen the risk of Covid transmission.</td>
<td>$ 900,000</td>
<td>$ 900,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99877</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>ENVIRONMENTAL COMPLIANCE/CUSTODIAL SUPPORT to improve sanitation and minimize spread of Covid.</td>
<td>$ 2,250</td>
<td>$ 2,250</td>
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<td>$ -</td>
<td>99878</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Central Services</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>ADMINISTRATIVE SERVICES to provide PD to administrators regarding leading during the pandemic to address learning loss, mental health needs due to Covid.</td>
<td>$ 1,350</td>
<td>$ 1,350</td>
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<td>$ -</td>
<td>$ -</td>
<td>99879</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>LEA Payments to COOPs/Interlocals</td>
<td>PARENTS AS TEACHERS to provide Birth-3 services to address learning loss and anticipated increase in PAT numbers due to Covid</td>
<td>$ 12,000</td>
<td>$ 12,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99880</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>EDTECH ACADEMY SERVICES to identify and assist students with gaps in learning due to covid.</td>
<td>$ 600</td>
<td>$ 600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>99875</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Central Services Regular</td>
<td>Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19</td>
<td>$51,000</td>
<td>$ -</td>
<td>$51,000</td>
<td>$ -</td>
<td>$ -</td>
<td>99980</td>
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<tr>
<td>New line item. July 15, per applicant: $500 per staff, 102 total staff. Payout will be November 2021 with staff paychecks. New line item. Per discussion with applicant, intent for premium/incentive pay is for SY 21-22, and per direction, budget expenditures moved from SFY2021 to SFY 2022. Further, per discussion, the applicant clarified the incentive for the premium pay is staff retention.</td>
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<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Central Services Regular Non-Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19</th>
<th>$40,000</th>
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<th>$ -</th>
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<tbody>
<tr>
<td>New line item. July 15, per applicant: $500 per staff, 80 total staff. Payout will be November 2021 with staff paychecks. New line item. See Row 257-1-011-20210810.</td>
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</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  Quinter Public Schools

Applicant / Mailing Address
|  PO Box 540

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  superintendent@quinterschools.org

Applicant / Phone Number  |  785-754-2470

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

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

Applicant / Federal EIN (if applicable)  |  480724316

Applicant / Website Address (if applicable)  |  quinterschools.org
<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Quninter Schools</th>
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<tbody>
<tr>
<td>District Number</td>
<td>293</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<tr>
<td>Mailing City</td>
<td>Quinter</td>
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<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

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 have been significant and are ongoing. Quinter Public Schools has 326 students PreK- through 12th grade and all have been negatively impacted in some way. Assessment data indicates that the Kindergarten through 3rd grade population have seen regressions in both Reading and Math scores overall. The 5th and 6th grade classrooms have witnessed a significant regression in social emotional maturity. Office referral data indicates that students are experiencing a significant increase in peer conflict and do not possess the skills necessary to resolve conflicts, initiate tasks, work independently, or problem solve. While the academic impact on the junior high and high school students has been slight, observational data indicates that 7 to 12 grade students have experienced increased instances of anxiety, hopelessness, and initiation. The junior high and high school students have stated that they are simply waiting for it all to be taken away again and that has taken a significant emotional toll. The district began the year with believing that consistent in person instruction was vital to assisting students in overcoming these negative impacts. In order to accomplish this, the district has been forced to utilize and engage a high number of substitutes due to the high number of COVID-19 positive cases combined with required quarantines amongst staff. The cost of these substitutes has been significant due to the sheer number and the requirements of the Families First Coronavirus Act.

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

| SPARK funding from Gove County | $201,000 received |

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the
authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)
34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]
34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances
The LEA assures that funds shall only be used for any of the following:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 | Kurt Brown
Date | 07/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request-Certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
<td>$ 99,626</td>
<td>$ 99,626</td>
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<td>Change Request-Substitute certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
<td>$ 16,720</td>
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<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request-Substitute non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
<td>$ 2,913</td>
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<td>Support Services (General Administration)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request-Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
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<td>Vehicle Operation</td>
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<td>Change Request</td>
<td>Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>Change Request</td>
<td>Previously approved for $9,200 SFY 2021</td>
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<td>Food Service Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request</td>
<td>Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>Eligible</td>
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<td>Change Request</td>
<td>Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
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</tbody>
</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  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 67481

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? | Yes

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

We are having a Jump Start program in August for students who need extra help with reading and math and to get them started on a school schedule again before bringing in the remainder of the student body. These students will get extra help with evidenced based curriculum such as Lexia, Explore Learning and Learning Without Tears.

We are also installing a I Wave M Strips in the fan coil units and mini-split consoles and installing two Aerus Pure & Clean machines in the gym. We should have our ESSER I funds spent by the end of August.

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


Coordination of preparedness and 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 plans on purchasing 16 Ultra-HD LED Multi-touch Display boards with cameras and on board computers. 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.

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 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 students in the classroom and with other classrooms. 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.

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

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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


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

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

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

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

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

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

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

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

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

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

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

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


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

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

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


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. 1400 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.

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

07/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<tbody>
<tr>
<td>299-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>The Plan is to have Kansas Filtration/Superior Air Products install a 4 cartridge Dust Collector, 4 Cartridge 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, flame system and infrared fogging to control sparks ignition.</td>
<td>$40,659</td>
<td>$40,659</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07.2600.300</td>
<td>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 email 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 their 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.” Allowable if CDC approves.</td>
</tr>
<tr>
<td>299-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>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.</td>
<td>$15,542</td>
<td>$15,542</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07.2600.610</td>
<td>Approved at July 13th 2021 State Board Meeting.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity for the LEA's students)</td>
<td>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.</td>
<td>$50,382</td>
<td>$50,382</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07.1000.700</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type
- Unified School District

Applicant / Entity Name
- Haven USD 312

Applicant / Mailing Address
- 414 W. Main
- Haven, KS 67543

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

Applicant / Email Address of Owner, CEO, or Executive Director
- kschwindt@havenschools.com

Applicant / Phone Number
- 6204653445

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
- Haven

District Number
- 312
The lockdown in response to COVID-19 has interrupted our schooling this past year. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning remotely. While we tried micro-cohorts at the elementary level teachers still had to adapt to new modes of instruction which put stress on them and the students. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services. Our mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We have 47% of our student population that is ESOL, SPED or in poverty.

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Summer Academy was a huge success! We would like to have Summer Academy for Summer 2022 and Summer 2023 that will address the needs of our low income students, children with disabilities and ESL learners. We will be using Fastbridge data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs. In grades 9-12 we will implement Credit Recovery programs for students.

We would like to implement an After School Program at the beginning of the 2022-2023 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.
For the 2021-2022 school year we will like to add an assistant nurse. With the threat of Covid 19 an assistant would be beneficial for helping to navigate positive Covid cases and assist with contact tracing, gathering information for the health department and notifying parents and staff of quarantine guidelines.

We would like to purchase hot spots to support our families that may not have access to the internet. This will give our students the opportunity to complete work or assignments at home.

We would like to continue to pay for a 7-12 interventionist for the 2022-2023 school year to provide high quality instruction that will target specific skills for individual students and small groups at the upper level. This will help with those students that may be behind on skills and get them on grade level.

We would like to continue with making our counselor full time for the 2022-2023 school year. This position did serve as half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

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

We will determine the impact of our Summer Academy, Interventionist, Counselor, and After School program by using data from our Fastbridge testing and data collection. We will be able to address learning loss among students by looking at academic and social/emotional needs for each individual student and help them improve their skills and target what specific skills they are missing. We will be able to meet the needs of our students by providing hot spots to our families that do not have internet at home. This will allow students to complete work at home if needed. We will continue to sanitize and clean the facilities with our sanitizing materials and keep up with maintenance so that everyone feels safe coming into 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 (42 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
$200.302 Financial management.
$200.303 Internal controls.
$200.305 Payment.
$200.313 Equipment.
$200.314 Supplies.
$200.318 General procurement standards.
$200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
$200.403 Factors affecting allowability of costs.
$200.404 Reasonable costs.
$200.405 Allocable costs.
$200.413 Direct costs.
$200.415 Required certifications.
$200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following

certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective
participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or
entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section
1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than
$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:
Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational
Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education
Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act
(42 U.S.C. 11431 et seq.).
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public
health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare
for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and
ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will
meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational
agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of
infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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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  | Kara A Schwindt

Date  | 07/29/2021

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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio...</td>
<td>Regular Certifi...</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$25,652</td>
<td>$25,652</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio...</td>
<td>Regular Certifi...</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$70,000</td>
<td>$70,000</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<td>312-1-003-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Other</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$40,800</td>
<td>$40,800</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Other</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase promethean boards so that teachers can reach their students in the classroom and remotely</td>
<td>$24,984</td>
<td>$24,984</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Social/Emotional Support (see attached doc)</td>
<td>$27,809</td>
<td>$27,809</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.</td>
<td>$48,822</td>
<td>$48,822</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Furniture and Fixtures</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Sanitizing Washer/Dryer for uniforms, towels, clothes, etc. (see attached doc)</td>
<td>$17,713</td>
<td>$17,713</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Heating and Cooling System</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Improve air quality in the school (see attached doc)</td>
<td>$5,273</td>
<td>$5,273</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
<td>Approved at 6/9/2021 State Board</td>
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<td>Code</td>
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</tr>
<tr>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$56,256</td>
<td>$56,256</td>
<td>NEW line item: Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care. Summer 2022 and 2023.</td>
<td></td>
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<tr>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$48,000</td>
<td>$48,000</td>
<td>NEW line item: Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care. After School 2022/2023.</td>
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<tr>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$25,000</td>
<td>$25,000</td>
<td>NEW line item: Hire an assistant nurse 2021-2022 school year.</td>
<td></td>
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</tbody>
</table>

New Line Item. Per narrative, We would like to have Summer Academy for Summer 2022 and Summer 2023 that will address the needs of our low income students, children with disabilities and ESL learners. We will be using Fastbridge data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs. In grades 9-12 we will implement Credit Recovery programs for students.

New Line Item. Per narrative, We would like to implement an After School Program at the beginning of the 2022-2023 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.

New Line Item. Per narrative, For the 2021-2022 school year we will like to add an assistant nurse. With the threat of Covid 19 an assistant would be beneficial for helping to navigate positive Covid cases and assist with contact tracing, gathering information for the health department and notifying parents and staff of quarantine guidelines.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction Technology-Related Hardware</th>
<th>Eligible Direct Allocation Instruction Regular Certified Salaries</th>
<th>Eligible Direct Allocation Instruction Regular Certified Salaries</th>
<th>Eligible Direct Allocation Instruction Regular Certified Salaries</th>
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</thead>
<tbody>
<tr>
<td>NEW line item: Purchase hot spots so students have access to internet to complete work. $5,301</td>
<td>NEW line item: Hire an interventionist to provide high quality instruction to individual students and small groups. 2022-2023 school year $70,000</td>
<td>NEW line item: Social/Emotional Support by having our counselor full time for the 2022-2023 school year $29,000</td>
<td>NEW Line Item. Per narrative, We would like to purchase hot spots to support our families that may not have access to the internet. This will give our students the opportunity to complete work or assignments at home. Per applicant, addresses learning loss, and students that are quarantined will need to complete work and some families do not have internet. This will allow them to complete their work so they are not behind. New Line Item. Per narrative, We would like to continue to pay for a 7-12 interventionist for the 2022-2023 school year to provide high quality instruction that will target specific skills for individual students and small groups at the upper level. This will help with those students that may be behind on skills and get them on grade level. New Line Item. Per narrative, We would like to continue with making our counselor full time for the 2022-2023 school year. This position did serve as half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.</td>
</tr>
</tbody>
</table>
Applicant details

**Thank you for creating a User Profile for the Kansas CommonApp!**

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>Cunningham USD 332</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PO Box 67</td>
</tr>
<tr>
<td></td>
<td>104 W 4th St</td>
</tr>
<tr>
<td></td>
<td>Cunningham, KS 67035</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Robert Reed</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:robert.reed@usd332.com">robert.reed@usd332.com</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
<td>620-298-3271</td>
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All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(For **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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<th>48-0698617</th>
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<td>Fiscal Agent / Name (if applicable)</td>
<td>Stacy Webster</td>
</tr>
<tr>
<td>Fiscal Agent / Email (if applicable)</td>
<td><a href="mailto:stacy.webster@usd332.com">stacy.webster@usd332.com</a></td>
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<tr>
<td>Application details</td>
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<td>Full District Name</td>
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<td>District Number</td>
<td>332</td>
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<td>Mailing Address</td>
<td>Street Address</td>
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<td>Mailing City</td>
<td>Cunningham</td>
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<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>No</td>
</tr>
</tbody>
</table>

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Due to the rural demographics of our district, many students had issues with accessing the digital resources that we offered during remote learning. Several students did not complete work and their grades suffered because of this issue. Some students had to be brought in to school for one-on-one learning to address missing assignments and learning loss while their peers were in remote learning due to their failure to be able to access the internet or to turn in assignments because of poor parental support. Several students missed speech services, para, or resource support because they did not have internet access or parental support.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will offer a Jump Start summer program for grades K-8 in order to address deficiencies in reading and math. The funds will be used to pay teacher salaries for 2 weeks 4hrs/day for 5 days/week during summer 2021 and summer 2022 and new MobyMax curriculum which can be accessed from school or home. For Grades 9-12 summer credit recovery will be offered. We would like to improve Wi-Fi performance by putting in additional wireless access points throughout all buildings. We will purchase 100 student chrome book laptops for grades 6th - 12th to improve distance learning and access. Our district will update HVAC systems in our K-2 classrooms in order to improve filtration and air quality. - Change is bonus pay for staff instead of filtration system.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
Jump Start students will take pre- and post-assessments to show impact. Our connectivity will improve within the individual classrooms by adding wireless access points. This would help rural students during instances of remote learning because they would be able to access the broadband from outside of the building if they are not able to access the internet at home. We will provide devices to 100% of our secondary 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](332_Cunningham_ESSER II_C... (153 KiB download)) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


(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)
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)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and
assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Stacy Webster
Date                   |  07/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Jump start Summer school teacher salaries-Change Request</td>
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<td>$9,000</td>
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<td>97-1000-100-00</td>
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<td>Student laptops for 1-1 up-to-date technology</td>
<td>$36,900</td>
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<td>97-1000-700-00</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Extra duty pay for teachers- New Item</td>
<td>$22,293</td>
<td>$8,000</td>
<td>$14,293</td>
<td>$-</td>
<td>$-</td>
<td>97-1000-100-00</td>
<td>New Line Item. Per applicant, the SFY 2021 amount is reimbursement, the district paid out to staff $250 per certified teacher and $500 per administrator during the 20-21 school year for extra duties related to planning and implementing remote learning for students. Staff agreed and performed the work. The SFY 2022 pay will be $500 per certified teacher and administrator and likely will be paid in December. The incentive is retention in order to avoid the turnover experienced last year from Covid.</td>
</tr>
</tbody>
</table>
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type

| Unified School District |

Applicant / Entity Name

| Jayhawk USD #346 |

Applicant / Mailing Address

| PO Box 278 |
| Mound City, KS 66056 |

Applicant / First and Last Name of Owner, CEO, or Executive Director

| Debbie Rhynerson |

Applicant / Email Address of Owner, CEO, or Executive Director

| drhynerson@usd346.org |

Applicant / Phone Number

| 913-795-2247 |

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)

| 48-0699197 |

Applicant / Website Address (if applicable)

| www.usd346.org |

Applicant / Mission Statement (if applicable)
The mission of Jayhawk Unified School District #346 is to educate and empower all students with the skills necessary for success as responsible and caring citizens.

**Application details**

- **Full District Name**: jayhawk schools
- **District Number**: 346
- **Mailing Address | Street Address**: 414 s. 5th street
- **Mailing | City**: mound city
- **Mailing Address | Zip Code**: 66701
- **Authorized Representative of the District | Name**: shawn thomas
- **Authorized Representative of the District | Position or Title**: superintendent
- **Authorized Representative of the District | Email Address**: kmcgrew@usd346.org
- **Authorized Representative of the District | Phone Number**: +19137952247

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Since March, 2020 our students have experienced a fairly substantial disruption to their academic progress. Test scores showed that students experienced significant learning loss with moderate or severe levels of at-risk for academic performance in reading and math as measured by AIMSweb. High school students showed similar concerns on the ASPIRE, although this has been more difficult to ascertain, as this was our first year to give the ASPIRE assessment. Most individual students performed at levels on their Fall AIMSweb than we would have predicted for them in a normal school year, and a higher percentage were in need of intervention than in previous years. Social/Emotional measures showed students were still experiencing some levels of emotional distress. Our district has a high number of families that fall within the lowest socio-economic range, and they have few resources to deal with the learning and social disruptions caused by COVID-19. They have been especially hard hit by the disruption to formal schooling and the loss of the typical programming offered by the district. We have lost staff due to the pandemic as well as the continued decline in enrollment leading to the struggle to keep class sizes small and the student-to-teacher ratios on a positive level.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


Coordination of preparedness and 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 346 plans to add two positions that will have a direct impact on student safety and the learning loss incurred during the pandemic. We plan to add a second school nurse that will help mitigate the problems of having two campuses and only one
nurse to deal directly with student illness, contact tracing, quarantines, reporting and follow-ups. We also plan to add grades 7-12 interventionist teacher aide to support students in those grades with learning loss in the content areas of Math, Reading, and Science. In addition, USD 346 plans to give Premium retention pay to those licensed and classified employees that return. This will help retain experienced and trained personnel so that we may continue our mitigation protocols as well as our academic strategies aimed at closing the gap created by learning loss due to COVID. USE 346 will also offer a three week credit recover opportunity to grades 9-12 students who were unable to stay on track towards graduation through learning loss due to COVID. Finally, USD 346 plans to purchase and implement programming that will allow us to better use diagnostic screening and intervention programs that will specifically address the needs of our students who have experienced learning loss due to COVID. This programming will be aligned to the district’s College and Career Readiness goals as well to seamlessly provide services to bring students in line with those goals by the time they graduate.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to follow its normal school improvement procedures and processes. The Building Leadership Teams and content area PLCs will utilize achievement data (AIMSweb, ASPIRE, KS interim and assessment data, ACT, and WorkKeys) as well as social/ emotional data from the Communities that Care and our SAEBRs screener, as well as Student Improvement data to determine areas of need. Those entities will develop action plans and prioritize resources to carry out those plans. Based upon this data, we would use ESSER II funds for greater support at the middle and secondary levels in the form of additional staff aimed at providing research-based interventions for those students who test below levels in Math, Reading, and Science. All staff will review individual student data for MTSS intervention planning. We expect to see achievement gaps closing and an increase in positive scores on social/ emotional measures as a result of these expenditures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER 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 age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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)
A State and a subgrantee shall keep records to show its compliance with program requirements.

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;
- 2 CFR 200 Subpart E: Cost Principles:
  - §200.403 Factors affecting allowability of costs.
  - §200.404 Reasonable costs.
  - §200.405 Allocable costs.
  - §200.413 Direct costs.
  - §200.415 Required certifications.
  - §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Shawn Thomas
Date  |  07/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Premium Retention Pay for Licensed elementary teaching staff to retain experienced, trained elementary teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Adding a Grade 7-12 Interventionist Aide position to work directly with teachers to address learning loss in Math, Science, and Reading due to Covid-19</td>
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<td>Implementation of a three week Credit Recovery opportunity for secondary students who fell behind in graduation preparation as a result of learning loss due to Covid-19</td>
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<td>Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19</td>
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<tr>
<th>Support Services - Instruction</th>
<th>Regular Certificed Salarie s</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for Licensed technology staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19</td>
<td>$1,500</td>
<td>$ -</td>
<td>$1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
<td>Approved at 7/13/2021 State Board</td>
</tr>
<tr>
<td>Support Services - General Administration</td>
<td>Full-Time Non-Certificed Salarie s</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19</td>
<td>$4,000</td>
<td>$ -</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
<td>Approved at 7/13/2021 State Board</td>
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<tr>
<td>Support Services - School Administration</td>
<td>Regular Certificed Salarie s</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for experienced building level administrators to continue successful implementation of adopted Covid-19 mitigation protocols as well as academic measures designed to offset learning loss due to Covid-19</td>
<td>$3,000</td>
<td>$ -</td>
<td>$3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
<td>Approved at 7/13/2021 State Board</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for building level support staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff</td>
<td>$4,000</td>
<td>$ -</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>83</td>
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<td>346-1-013-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Part-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for part-time paraeducators who are trained and experienced in the programs adopted by our district to offset the learning loss due to Covid-19</td>
<td>$15,000</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19</td>
<td>$1,500</td>
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<td>346-1-015-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention pay for non-certified support staff who will use their experience and training for the continued mitigation of Covid-19 and the implementation of safety protocols for the new year.</td>
<td>$1,300</td>
<td>$ -</td>
<td>$1,300</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for experienced district level technology staff to continue successful implementation of adopted Covid-19 mitigation protocols as well as academic measures designed to offset learning loss due to Covid-19</td>
<td>$3,000</td>
<td>-</td>
<td>$3,000</td>
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<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for district and building level maintenance staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff</td>
<td>$6,000</td>
<td>-</td>
<td>$6,000</td>
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<td>-</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for district transportation staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff</td>
<td>$11,250</td>
<td>-</td>
<td>$11,250</td>
<td>-</td>
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<td>83</td>
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<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Retention Pay for building level meal preparation and Nutrition staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff</td>
<td>$4,500</td>
<td>-</td>
<td>$4,500</td>
<td>-</td>
<td>-</td>
<td>83</td>
</tr>
</tbody>
</table>
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. Materials for the creation of small, private cubicles in extra classroom space for at-risk students and students needing support due to learning loss due to Covid-19. $11,500

9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. Purchase of the following software to address learning loss in various content areas and programs due to Covid-19. Programs include Edgenuity MyPath, FastBridge Universal Screener and intervention programs, ICEV Career and Technical Education program, Freckle ELA and Math for Special Education, and ACT Mosaic and ACT Prep for College and Career Readiness. $36,390
Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District
---|---
**Applicant / Entity Name** | USD 356 Conway Springs
**Applicant / Mailing Address** | 110 N Monnet
Conway Springs, KS 67031
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Clay Murphy
**Applicant / Email Address of Owner, CEO, or Executive Director** | murphy@usd356.org
**Applicant / Phone Number** | 620-456-2961

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | conway springs
USD 356 - Conway Springs is a rural school district with just over 400 public school students and we also partially serve 97 students who attend a local private school. During the shut down of in-school education in the spring of 2020, we had to provide remote learning for all of our students. This was hard on our students and teachers because none of them had ever been in this type of learning scenario. Through the summer, counselors and teachers offered to stay in contact with any students whenever they felt the need. As we began school in Fall 2021, we were able to hold in person classes with some still choosing to do remote learning. We also found some students, especially in our elementary grades were behind due to the remote learning from Spring 2020. Our staff has worked very hard to catch students up this year, but we have still seen some struggling, again, mostly in our lower elementary grades. The entire COVID-19 situation has created many challenges as we were all making adjustments in the middle of a crisis to ensure student and staff safety and to continue moving students forward in their educational process.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

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...

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 after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Throughout the COVID-19 pandemic, we have found areas that we need to address. We need to purchase more technology so that our students can have their own computer to be used by them only. This allows all students to have their computer at school and at home when needed. We also need to buy additional interactive boards for teachers to use while students are learning remotely. During our adjustment to the pandemic, we found that we need higher internet speed for our students and staff for remote learning situations, so we will be updating and adding fiber connectivity to help increase our information transition speed. We found that the students who seem to have regressed the most during the remote learning time were in our lower elementary grades. We need to hire an additional teacher in that grade level area so that students can...
have more one to one instruction to catch them up in math and reading. We also need to improve our curriculum in the
elementary level and utilize diagnostic tests in that curriculum to better diagnose where each student is struggling so that we
can individualize each students education to get them back on track. We will need to utilize staff through the summer to help
students stay on track and will need to pay for subs from quarantines and trainings. Student and staff safety needs to be
addressed with improved air quality utilizing fresh air movement and clean air. Replacing water fountains with bottle fillers to
help stop any spread of germs is another area of concern. Other student safety tools will be addressed.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student
allocation, if applicable) on students?

We have learned lessons each day throughout the pandemic. We have seen some success with some things and have had to
make changes on others. We have looked at where we are lacking and feel we can utilize the ESSER II funds to make
improvements. We will continue to monitor student success and safety as we make purchases and implement changes. We
will continue to monitor student mental and physical health as well as continuing to track students achievement through
assessments and surveys. We feel with the help of the ESSER II funds, we can continue to support our students and continue
to see positive changes in them.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of
the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will
be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the
Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER
III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across
funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to
provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility
between its reporting requirements and those of the federal government as much as possible to minimize burden on
 districts.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the
measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through
2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its
subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs
and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a
contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the
authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and
shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and
accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress
appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by
the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)
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)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 │ Clay Murphy
Date │ 07/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>356-1-001-20210810</td>
<td>Eligible Direct Allocation Instruction Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Salaries for additional summer session for enhanced learning and social and emotional interventions due to COVID times learning disruption.</td>
<td>$ 18,215</td>
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<td>Approved at 5/11/2021 State Board Meeting</td>
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<td>356-1-002-20210810</td>
<td>Eligible Direct Allocation Instruction Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Salary for additional staff to lower Elementary class size for more one-on-one learning to help with learning loss due to COVID.</td>
<td>$ 38,980</td>
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<td>07-1000-110-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
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<td>356-1-003-20210810</td>
<td>Eligible Direct Allocation Instruction Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios.</td>
<td>$ 6,093</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>07-1000-115-707</td>
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<td>356-1-004-20210810</td>
<td>Eligible Direct Allocation Instruction Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social security &amp; Medicare payroll costs - summer session (see above)</td>
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<td>Approved at 5/11/2021 State Board Meeting</td>
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<td></td>
</tr>
<tr>
<td>356-1-005-20210810</td>
<td>Eligible Direct Allocation Instruction Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Social security &amp; Medicare payroll costs - Elem class size (see above)</td>
<td>$ 2,981</td>
<td>$ -</td>
<td>$ 2,981</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
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<tr>
<td>356-1-006-20210810</td>
<td>Eligible Direct Allocation Instruction Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social security &amp; Medicare payroll costs - Substitute Teachers (see above)</td>
<td>$ 435</td>
<td>$ 435</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
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<tr>
<td>356-1-007-20210810</td>
<td>Eligible Direct Allocation Instruction Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment payroll costs - summer session (see above)</td>
<td>$ 18</td>
<td>$ -</td>
<td>$ 18</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-250-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
<td></td>
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</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Employee Benefits</td>
<td>Unemployment payroll costs - Elem class size (see above)</td>
<td>$ 39</td>
<td>$ -</td>
<td>$ 39</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-250-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Unemployment payroll costs - substitute teachers (see above)</td>
<td>$ 6</td>
<td>$ 6</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-250-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>For band instrument covers to prevent spread of germs. Other classroom supplies for additional summer session -enhanced learning due to COVID.</td>
<td>$ 4,788</td>
<td>$ 144</td>
<td>$ 4,644</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-610-707</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>CHANGE REQUEST- Chromebooks for students, Computers for Teachers, increased fiber run, all to make available and to speed up the processing for Remote or Virtual learning due to COVID times.</td>
<td>$ 75,466</td>
<td>$ 51,673</td>
<td>$ 23,793</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-650-707</td>
<td>Change Request. Previously approved for $42,174.80 SFY 2021 and $19,753.19 SFY 2022. Approved at 5/11/2021 State Board Meeting</td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>CHANGE REQUEST- The loss of learning in math, during COVID, is evident per our data - especially in the elementary. We need to improve our math curriculum, along with the diagnostic testing that comes with the curriculum to get students back on track. This whole school purchase and approach will pay dividends for many years.</td>
<td>$ 24,924</td>
<td>$ 24,924</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-644-707</td>
<td>Change Request. Previously approved for $26,917.00 SFY 2022. Approved at 5/11/2021 State Board Meeting</td>
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<tr>
<td>Document Number</td>
<td>Eligibility Status</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>Change Request - Additional measures of trying to prevent COVID spread by replacing water fountains with water bottle fillers, putting in new classroom sinks and replacing an outdated HVAC units to obtain better air quality. The new units will allow us to improve air quality in areas for all students and high traffic areas where social distancing is more difficult while addressing fresh air issues in all classrooms by bringing in more outside air which will improve air flow and quality of air. This will be a long term benefit for our students and staff during COVID and other illnesses.</td>
<td>$ 104,505</td>
<td>$ 7,190</td>
<td>$ 97,316</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2600-700-707</td>
<td>Change Request. Previously approved for $1,603.92 SFY 2021 and $85,000.00 SFY 2022. Approved at 5/11/2021 State Board Meeting. Allowable if CDC guidelines are met.</td>
<td></td>
</tr>
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<tr>
<td>356-1-014-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Salaries</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>NEW ITEM - Salaries for time spent by our teachers on our crisis team who met to expand and update our crisis plans for dealing with COVID and to work on plans to help students deal with COVID and other crisis situations.</td>
<td>$ 514</td>
<td>$ 514</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-110-707</td>
<td>New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
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<tr>
<td>356-1-015-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Salaries</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>NEW ITEM - Social Security &amp; Medicare payroll costs - crisis plans updating sessions.</td>
<td>$ 39</td>
<td>$ 39</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220-707</td>
<td>New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
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<tr>
<td>356-1-016-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Salaries</td>
<td>Other Employee Benefits</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>NEW ITEM - Unemployment payroll costs - crisis plans updating sessions.</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-250-707</td>
<td>New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
</tbody>
</table>
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type

| Unified School District |

Applicant / Entity Name

| 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 |
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
the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


Coordination of preparedness and 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.
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 (SATs), 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. USD 470 wants to extend a thank you for your time and efforts in reviewing this application and assisting us in funding our plan to make a difference in the lives of 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 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, 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.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)


34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)


34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 | William Pfannenstiel

Date | 07/01/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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</table>
| Service | Eligible Direct Allocation Support Services - School Administration | Regulated | Salaries | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | 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.

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.

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.

3. The recent report from KSDE, using the Kansas Communities That Care survey data shows a great need across the state for additional methods, personnel, and resources focused on the social-emotional wellness and success of all students. In line with the state report, the survey data in USD 470 also shows a substantial need for increased supports to curb depression and suicidal ideation. The following data from the KCTC survey reports what 71,000 students statewide in 2021, say about depression and suicide during the past year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>USD</th>
<th>County</th>
<th>State</th>
<th>003-14530</th>
<th>Approved at 6-9-2021 State Board Meeting.</th>
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<td>$80,000</td>
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<td>$6,570</td>
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<td>$003-14620</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>USD 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.</td>
<td>$21,000</td>
<td>003-13960 Approved at 6-9-2021 State Board Meeting.</td>
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<tr>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>CHANGE REQUEST: 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, pring and e-readers available. The USD 470 Board of Education has approved this adoption.</td>
<td>$300,606</td>
<td>003-13960 Approved at 6-9-2021 State Board Meeting.</td>
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<td>20210810</td>
<td>Eligible</td>
<td>Provides mental health services and supports</td>
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<td>Planning and implementing summer learning or enrichment programs</td>
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<td>Planning and implementing summer learning or enrichment programs</td>
<td>$6,065</td>
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**Meeting:** Board 2021 State Meeting at 6-9-2021
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<th>Code</th>
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<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>Remarks</th>
<th>Amount</th>
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<tbody>
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<td>470-1-014-20210810</td>
<td>Eligible</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>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).</td>
<td>$15,000</td>
<td>Approved at 6-9-2021 State Board Meeting.</td>
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<tr>
<td>470-1-015-20210810</td>
<td>Eligible</td>
<td>Instruction Professional Education Services</td>
<td>Professional Education Services</td>
<td>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.</td>
<td>$30,000</td>
<td>Approved at 6-9-2021 State Board Meeting.</td>
</tr>
<tr>
<td>470-1-016-20210810</td>
<td>Eligible</td>
<td>Instruction Professional Education Services</td>
<td>Regular Certified Salaries</td>
<td>NEW ITEM: 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.</td>
<td>$221,000</td>
<td>New Item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.</td>
</tr>
<tr>
<td>470-1-017-20210810</td>
<td>Eligible</td>
<td>Instruction Professional Education Services</td>
<td>Regular Certified Salaries</td>
<td>NEW ITEM: Additional Special Education Teacher (.5) for Arkansas City High School. 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.</td>
<td>$24,000</td>
<td>New Item.</td>
</tr>
<tr>
<td>470-1-018-20210810</td>
<td>Eligible</td>
<td>Instruction Professional Education Services</td>
<td>Regular Certified Salaries</td>
<td>NEW ITEM: Teachers (12) of Special Education for Countywide. 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.</td>
<td>$15,000</td>
<td>New Item.</td>
</tr>
</tbody>
</table>
Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type

<table>
<thead>
<tr>
<th>Applicant / Entity Name</th>
<th>USD 481</th>
</tr>
</thead>
</table>

Applicant / Mailing Address

414 E Goodnow
Po Box 98
White City, KS 66872

Applicant / First and Last Name of Owner, CEO, or Executive Director

| Trish Rhodes |

Applicant / Email Address of Owner, CEO, or Executive Director

| trhodes@usd481.com |

Applicant / Phone Number

| 785-349-2964 |

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)

| 48-0723267 |

Applicant / Website Address (if applicable)

| www.usd481.org |
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 481 saw some academic loss because some students struggled to learn over zoom during the spring of last year, 2020. We have seen an increase in social-emotional needs throughout the district during this school year. Teachers are reporting more struggles with social-emotional well-being this year. Depression and anxiety have increased for many students. As a small school district all of our students, including special education students have been impacted. Areas we will continue to address are cleaning of the facilities, additional full-time substitute teachers, additional nursing staff, social distancing, and assuring that we have the capability to teach remotely.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

| We anticipate using the rest of these funds to pay for the substitute teachers, health nurses, and extra custodians

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The District proposes to use the ESSER II funds for the expenses that go with hiring full time substitute teachers, health nurses, extra custodians. Also getting the curriculum that will allow us to teach virtual and in person as needed. It will also help us purchase a extra bus for Hope and one for White City for social distancing purposes.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The goal of the district is to provide in person instruction with the use of esser ii funds. the funding of extra personnel, curriculum, and transportation will help meet this goal.
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and
accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)


34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)


34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section
Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  │ Trish Rhodes
Date  │ 07/12/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<th>Budgeted Expenditures in SFY 2023 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
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<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
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<td>Instructional</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
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<td>$9,343</td>
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<td>Regular Certified Salaries</td>
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<td>$3,750</td>
<td>$21,372</td>
<td>$ -</td>
<td>$ -</td>
<td>07-00-2130-110-00</td>
<td>Approved at 5/11/2021 State Board</td>
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</tbody>
</table>

Please describe the expenditures within the account and how they will address a COVID-19 need:

- **481-1-001-20210810**: Having on site substitute teachers will help with allowing only certain teachers in the classrooms. Cuts down on more contact outside of the District.

- **481-1-002-20210810**: Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.

- **481-1-003-20210810**: Helps contact tracing if needed, organize all the records of students, keep track of ill students.
| Eligible Direct Allocation | Instruction | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | *CHANGE ITEM* Reading curriculum for Pre-k-5th Grade. Need to update to a curriculum that can go from in school to virtual without any issues. Added Preschool and 5th Grade to curriculum | $33,755 | $33,755 | $- | $- | $- | 07-00-1000-650-00 | Change Request. Previously approved for $31,008.72 SFY 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Eligible Direct Allocation | Instruction | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | *CHANGE ITEM*Science Curriculum for 5th-7th Grade. Need to update to a curriculum that can go from in school to virtual without any issues. Added 3rd and 4th grade in Hope | $28,455 | $28,455 | $- | $- | $- | 07-00-1000-650-00 | Change Request. Previously approve for $10,507.04 SFY 2021 |
| Eligible Direct Allocation | Support Services (Instructional Staff) | Other Professional Educational Services | 11B. Planning and implementing supplemental after-school programs | This program will serve students in Kindergarten through 8th Grade. This will be an "at risk" program for students that need extra support in school or need a place to be after school. Gives the students to work on school work, practice social emotional skills, and socialize with the other students. Teachers can recommend a student to utilize this program to help fill gaps that formed due to Covid. | $9,900 | $9,900 | $- | $- | $- | 07-00-2200-329-00 | Approved at 5/11/2021 State Board |
| Eligible Direct Allocation | Instruction | Summer School | 11A. Planning and implementing summer learning or enrichment programs | Summer school for the students with disabilities, or who has gap from last year when school was canceled due to Covid. This is to try and get them caught up to start the next year at the same grade level as their peers. | $5,000 | $5,000 | $- | $- | $- | 07-00-1000-949-00 | Approved at 5/11/2021 State Board |
| Eligible | Direct Allocation | Student Transportation Services | Equipment | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus. | $52,284 | $52,284 | $- | $- | $- | 07-00-2700-730-00 | Approved at 5/11/2021 State Board

| Eligible | Direct Allocation | Instructional Supplies - Technology Related | *NEW ITEM* Second Step is a K-8 Social and Emotional Learning program designed to address issues/areas such as conflict resolution, substance use prevention, bullying prevention, self-esteem, working with others and meets school counseling standards. It is beneficial for students in light of Covid-19 and the multiple ways the pandemic has affected students and their families lives. During the time they were not in school many experienced social isolation, disrupted learning of core as well as SEL standards, job disruption or adjustments, family illness and or death due to Covid-19 complications | $7,342 | $7,342 | $- | $- | $- | 07-00-1000-650-00 | New Line Item
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

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<tr>
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All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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<tr>
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Application details

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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.

See previously submitted application for responses.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

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.

| See previously submitted application for responses |

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| See previously submitted application for responses |

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across
funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))


34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)
34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)

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:
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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 | Donalyn Biehler
Date | 07/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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| 487-1-001-20210810 | Eligible | Direct Allocation | Instructional | Full-Time Substitute Salaries for Certified Staff | 2 full time substitute teachers employed to cover classrooms when teachers were placed in quarantine, etc. | $ 98,929 | $ 20,929 | $ 78,000 | $ - | $ - | 91e10001 120100021 | Change Request- Was approved for $7,265.07 in SFY 2021 and $72,650.70 in SFY 2022. Per Applicant, "Substitutes will become full time interventionists within our K-12 MTSS structure if they are not utilized in a classroom that day."
<p>| 487-1-002-20210810 | Eligible | Direct Allocation | Instructional | General Supplies and Materials (includes computer software) | Instructional supplies to address learning loss among students, including vulnerable populations | $ 23 | $ 23 | $ - | $ - | $ - | 91e10006 100100021 | Approved at 7/13/2021 State Board Meeting. |</p>
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<td>487-1-011-20210810</td>
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<td>Line Item</td>
<td>Description</td>
<td>Salaries</td>
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<tr>
<td>487-1-014-20210810</td>
<td>Eligible Direct Allocation Health Services Part-Time Certified Salaries</td>
<td>$154</td>
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<tr>
<td>487-1-015-20210810</td>
<td>Eligible Direct Allocation Vehicle Operations Regular Non-Certified Salaries</td>
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<tr>
<td>487-1-016-20210810</td>
<td>Eligible Direct Allocation Vehicle Operations Social Security Contributions</td>
<td>$77</td>
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<tr>
<td>487-1-017-20210810</td>
<td>Eligible Direct Allocation Food Services Operations Regular Non-Certified Salaries</td>
<td>$16,429</td>
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</tbody>
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New Line Item: Per applicant, Summer school was provided to address learning loss. Students were transporting to increase the likelihood of their participation.
<table>
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<tr>
<th>Line Item</th>
<th>Category</th>
<th>Description</th>
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<tr>
<td>487-1-018-20210810</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>$1,257</td>
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<td></td>
<td>Social Security Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and employ existing LEA staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FICA etc. for Foodservice staff</td>
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<td>$1,257</td>
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<td>487-1-019-20210810</td>
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<td>Instruct</td>
<td>Regular Non-Certified Salaries</td>
<td>$1,470</td>
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<tr>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td></td>
<td>$4,410</td>
</tr>
<tr>
<td></td>
<td>Classified wages for summer school support/instruction</td>
<td></td>
<td></td>
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<tr>
<td>487-1-020-20210810</td>
<td>Direct Allocation</td>
<td>Instruct</td>
<td>$7,342</td>
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<td></td>
<td>Instruction</td>
<td>Books and Periodicals</td>
<td>$7,342</td>
</tr>
<tr>
<td></td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum purchased to address learning gaps</td>
<td></td>
<td>$7,342</td>
</tr>
<tr>
<td>Code</td>
<td>Type</td>
<td>Description</td>
<td>Amount</td>
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<tr>
<td>487-1-021-20210810</td>
<td>Eligible Direct Allocation Instruction Books and Periodicals</td>
<td>Curriculum purchased to address learning gaps during summer school.</td>
<td>$ 31</td>
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<td>487-1-022-20210810</td>
<td>Eligible Direct Allocation Support Services (Student)</td>
<td>Provision of additional health services to students.</td>
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<tr>
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<td>Eligible Direct Allocation Support Services (Student)</td>
<td>FICA, etc. for additional nurse services</td>
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<td>487-1-024-20210810</td>
<td>Eligible Direct Allocation Instruction Regular Certified Salaries</td>
<td>NEW ITEM FFCRA pay for teachers with COVID or quarantined due to exposure</td>
<td>$ 15,208</td>
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<td>487-1-025-20210810</td>
<td>Eligible Direct Allocation Instruction Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. NEW ITEM FFCRA pay for Teacher aides with COVID or quarantined due to exposure</td>
<td>$ 4,144</td>
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<td>Eligible Direct Allocation Instruction Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. NEW ITEM FICA for FFCRA wages</td>
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<td>Eligible Direct Allocation Support Services General Administration Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff NEW ITEM Clerk vacation buyback for time not able to use and FFCRA wages</td>
<td>$ 2,288</td>
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<tr>
<td>487-1-028-20210810</td>
<td>Eligible Direct Allocation Support Services General Administration Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff NEW ITEM FICA Clerk vacation and FFCRA</td>
<td>$ 175</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<tr>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>487-1-033-20210810</td>
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<td>Vehicle Operation</td>
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<tr>
<td>487-1-034-20210810</td>
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<td>Direct Allocation</td>
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<tr>
<td>487-1-035-20210810</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
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<td>487-1-036-20210810</td>
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<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Social Security Contributions</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<tr>
<td>Description</td>
<td>Amount</td>
<td>Deduction</td>
<td>Total</td>
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<td>----------------------------------------------------------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>NEW ITEM FICA for bus drivers</td>
<td>$652</td>
<td>-</td>
<td>$652</td>
</tr>
<tr>
<td>NEW ITEM Retention pay for food service</td>
<td>$9,208</td>
<td>-</td>
<td>$9,208</td>
</tr>
<tr>
<td>NEW ITEM FICA for food service</td>
<td>$667</td>
<td>-</td>
<td>$667</td>
</tr>
<tr>
<td>NEW ITEM Retention pay for Instructional Aides</td>
<td>$12,500</td>
<td>-</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

New Line Item. Per applicant, 6 staff will receive retention pay in the sum of $1,500 per staff member working greater than 50% of the school day. The district will distribute the pay in 3 equal installments in August, November and April.

New Line Item. Per applicant, 8 staff will receive retention pay in the sum of $1,500 per staff member working greater than 50% of the school day. The district will distribute the pay in 3 equal installments in August, November and April.
<table>
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<tr>
<th>Item ID</th>
<th>Nature</th>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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<td>487-1-049-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$1,000</td>
<td>$1,000</td>
<td>NEW ITEM FICA for instructional aides</td>
<td>91e10002 20010002</td>
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<td>487-1-050-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students) Regular Non-Certified Salaries 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$1,400</td>
<td>$1,400</td>
<td>NEW ITEM Retention pay for Nurse $1,500 per staff member. The district will distribute the pay in 3 equal installments of $500 in August, November and April.</td>
<td>91e21001 20010002</td>
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<td>487-1-051-20210810</td>
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<td>Direct Allocation</td>
<td>Support Services (Students) Social Security Contributions 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$100</td>
<td>$100</td>
<td>NEW ITEM FICA for nurse</td>
<td>91e21002 20010002</td>
</tr>
</tbody>
</table>
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type
- Unified School District

Applicant / Entity Name
- South Haven School

Applicant / Mailing Address
- PO Box 229
  South Haven, KS 67140

Applicant / First and Last Name of Owner, CEO, or Executive Director
- Brooke Price

Applicant / Email Address of Owner, CEO, or Executive Director
- brookeprice@usd509.org

Applicant / Phone Number
- 620-892-5215

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name
- South Haven School

District Number
- 509
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.

South Haven USD 509 is a small rural district in South Sumner County with a current student population of 210 students in grades Prek-12. While the Continuous Learning Plan utilized in the Spring of 2020 kept many students afloat, during that period, nearly 30% of our students were absent or had unpredictable attendance. On the last day of school in May, 25% of our high school students were failing at least one class required for graduation, with some students failing multiple core classes. This was a ten-fold increase from previous years.

The fall 2020 elementary benchmark testing in math and reading indicated a 15% - 25% drop in scores compared with previous years’ fall testing. With the lack of real social interaction from March 2020 to September 2020, South Haven students being identified as behaviorally/mentally at-risk increased significantly. Once referrals also rose as well as student absenteeism. This attendance challenge was acerbated by student under quarantine, which during the months of November, December, and January, hovered around 25% of the entire student body... the silver lining being, that a minimal number students tested positive for the COVID virus and were able to learn remotely.

Sadly, an un-proportional high number of low SES families/students (85% of those choosing remote-learning) chose to begin the year in a full remote learning model. The motivation might have been driven by fear of being infected by the virus or possibly the opportunity of receiving free or reduced internet.

Does the district have remaining ESSER II funding that it has not yet spent as of the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To address the loss of learning created by the pandemic, USD 509 added a full time Title 1 teacher to their staff in the fall of 2020. The district intends to use ESSER II allocation money to pay the salary for this newly created position. Because of the SEL loss staring in March 2020, South Haven has created a new “Summer Fun” k-12 enrichment program, led by three teachers, to strengthen not only student social/emotional skills but will also include math and reading activities. Bus transportation to/from school will be provided (Bus Drivers and fuel). The 5-week program will be broken down into 2-week segments for K-2 and 3-5 with a eld trip schedule on Thursday of each week. Grades 6-12 will consist of only Field Trips
and focus primarily on SEL. Currently, 42 South Haven students have registered to participate in the Summer Fun program. Additional summer custodial services will be required for this enrichment program as well as teaching materials and supplies.

For the 2020-2021 school year, USD 509 intends to use ESSER II funds to pay for staff (certified and classified) sick leave caused by COVID quarantines/isolations along with required substitute teachers caused by COVID. With the need for more intense cleaning, USD 509 was forced to increase their custodial hours in order to address the increased cleaning workload.

For sanitation purposes, ESSER II funds are being used for backpack sanitizing sprayers, touchless towel, soap, and hand sanitizer dispensers and additional cleaning supplies (soap, towels, etc.). As the need arises, more PPE equipment may be purchased, i.e., gloves, adult and youth face masks.

Finally, USD 509 intends utilizing ESSER II funds to cover Instructional technology tools required for remote learning, i.e., Chromebooks, iPads, filtering software, Zoom and Seesaw licenses, technology replacement parts.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

South Haven USD 509 will determine the impact of its ESSER II funds on students by monitoring student success using various tools. Attendance will be monitored using both the district’s student information system and a tool the district uses to track student quarantines and isolation on a daily basis. With regards to the Summer Fun enrichment program, the district will survey all parents of participating students to measure the effectiveness of this new program and make adjustments accordingly. As the 21-22 school year progresses, the district will actively monitor its student reading and math benchmark tests, Tier II and Tier III student progress.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.
A State or a subgrantee shall directly administer or supervise the administration of each project.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.
(Approved by the Office of Management and Budget under control number 1880-0513)
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))

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Brooke Price-7/14/2021

Date  |  08/04/2021

Log in to [commonapp.grantplatform.com](http://commonapp.grantplatform.com) to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>509-1-001-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$ 6,810</td>
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<td>43</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
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<td>509-1-002-20210810</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>$ 39,700</td>
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<td>Approved at 5/11/2021 State Board Meeting</td>
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<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitutes for Certified Staff</td>
<td>Substitute Teachers hired to sub in classes where teachers who were either home with COVID, quarantine caused by close contact, and for certified personnel to assist classroom students while the quarantined teacher taught from home.</td>
<td>$13,275</td>
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<td>509-1-004-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>Summer School Teacher Salaries</td>
<td>$8,000</td>
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<td>509-1-005-20210810</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Teacher Aide days off due to COVID, Quarantine, or reactions from vaccine</td>
<td>$564</td>
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<td>Approved at 5/11/2021 State Board Meeting</td>
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<td>509-1-006-20210810</td>
<td>Eligible Direct Allocation</td>
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<td>Social Security Contributions</td>
<td>Social Security &amp; Medicare amount for salaries</td>
<td>$4,613</td>
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<td>Unemployment benefits</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Summer School supplies purchased</td>
<td>Change Request was approved for $68 in SFY 2021</td>
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<td>Unemployment benefits</td>
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<td>General Supplies and Materials (includes computer software)</td>
<td>Summer School supplies purchased</td>
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<td>$1,508</td>
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<td>Supplies &amp; Materials</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>$10,741</td>
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<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Custodial leave day for COVID testing/quarantine/isolation</td>
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<td>Eligible Direct Allocation</td>
<td>Operatio &amp; Maintenance of Plant</td>
<td>Full-Time Non-Certified Salaries</td>
<td>Summer School Custodial Salary</td>
<td>Social Security &amp; Medicare amount for salaries</td>
<td>Unemployment benefits</td>
<td>Purchasing additional cleaning supplies, gloves, disinfectant sprayer due to the pandemic</td>
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<td>509-1-012-20210810</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Bus Drivers Routes off due to COVID, quarantine, or reaction to vaccine</td>
<td>$328</td>
<td>$328</td>
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<td>43</td>
<td>Approved at 5/11/2021 State Board Meeting. Relied on narrative in Common App to understand link to Covid.</td>
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<td>509-1-018-20210810</td>
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<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Part-Time Non-Certified Salaries</td>
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<td>Summer School Route Drivers</td>
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<td>$600</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer SchooActivity Driver</td>
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