<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>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>200</td>
<td>Greeley County Schools</td>
<td>239</td>
<td>53%</td>
<td>$159,937</td>
<td>$2,104</td>
<td>1%</td>
<td>$2,104</td>
<td>100%</td>
<td>$9</td>
</tr>
<tr>
<td>2</td>
<td>207</td>
<td>Ft Leavenworth</td>
<td>1,424</td>
<td>8%</td>
<td>$427,396</td>
<td>$427,396</td>
<td>100%</td>
<td>$427,396</td>
<td>100%</td>
<td>$300</td>
</tr>
<tr>
<td>3</td>
<td>282</td>
<td>West Elk</td>
<td>366</td>
<td>58%</td>
<td>$353,192</td>
<td>$353,192</td>
<td>100%</td>
<td>$353,192</td>
<td>100%</td>
<td>$965</td>
</tr>
<tr>
<td>4</td>
<td>327</td>
<td>Ellsworth</td>
<td>574</td>
<td>30%</td>
<td>$294,670</td>
<td>$183,187</td>
<td>62%</td>
<td>$183,187</td>
<td>100%</td>
<td>$319</td>
</tr>
<tr>
<td>5</td>
<td>331</td>
<td>Kingman - Norwich</td>
<td>782</td>
<td>46%</td>
<td>$673,781</td>
<td>$673,781</td>
<td>100%</td>
<td>$673,781</td>
<td>100%</td>
<td>$861</td>
</tr>
<tr>
<td>6</td>
<td>334</td>
<td>Southern Cloud</td>
<td>156</td>
<td>68%</td>
<td>$169,647</td>
<td>$169,647</td>
<td>100%</td>
<td>$169,647</td>
<td>100%</td>
<td>$1,087</td>
</tr>
<tr>
<td>7</td>
<td>342</td>
<td>McLouth</td>
<td>450</td>
<td>43%</td>
<td>$226,807</td>
<td>$226,807</td>
<td>100%</td>
<td>$226,807</td>
<td>100%</td>
<td>$505</td>
</tr>
<tr>
<td>8</td>
<td>351</td>
<td>Macksville</td>
<td>186</td>
<td>62%</td>
<td>$183,706</td>
<td>$183,706</td>
<td>100%</td>
<td>$183,706</td>
<td>100%</td>
<td>$988</td>
</tr>
<tr>
<td>9</td>
<td>355</td>
<td>Ellinwood Public Schools</td>
<td>414</td>
<td>46%</td>
<td>$267,554</td>
<td>$267,554</td>
<td>100%</td>
<td>$267,554</td>
<td>100%</td>
<td>$646</td>
</tr>
<tr>
<td>10</td>
<td>395</td>
<td>LaCrosse</td>
<td>272</td>
<td>46%</td>
<td>$223,604</td>
<td>$106,857</td>
<td>48%</td>
<td>$106,857</td>
<td>100%</td>
<td>$393</td>
</tr>
<tr>
<td>11</td>
<td>410</td>
<td>Durham-Hillsboro-Lehigh</td>
<td>551</td>
<td>39%</td>
<td>$254,615</td>
<td>$254,615</td>
<td>100%</td>
<td>$254,615</td>
<td>100%</td>
<td>$462</td>
</tr>
<tr>
<td>12</td>
<td>469</td>
<td>Lansing</td>
<td>2,549</td>
<td>29%</td>
<td>$777,812</td>
<td>$777,812</td>
<td>100%</td>
<td>$777,812</td>
<td>100%</td>
<td>$305</td>
</tr>
<tr>
<td>13</td>
<td>494</td>
<td>Syracuse</td>
<td>534</td>
<td>68%</td>
<td>$569,287</td>
<td>$569,287</td>
<td>100%</td>
<td>$569,287</td>
<td>100%</td>
<td>$1,066</td>
</tr>
<tr>
<td>14</td>
<td>496</td>
<td>Pawnee Heights</td>
<td>134</td>
<td>59%</td>
<td>$66,364</td>
<td>$66,364</td>
<td>100%</td>
<td>$66,364</td>
<td>100%</td>
<td>$495</td>
</tr>
<tr>
<td>Total</td>
<td>8,631</td>
<td></td>
<td>4,648,372</td>
<td>37%</td>
<td>$4,262,308</td>
<td>$4,262,308</td>
<td>92%</td>
<td>$4,262,308</td>
<td>100%</td>
<td>$494</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** | Greeley County Schools USD 200
**Applicant / Mailing Address** | 400 W Lawrence St
| Tribune, KS 67879
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Katie Zerr
**Applicant / Email Address of Owner, CEO, or Executive Director** | kzerr@tribuneschools.org
**Applicant / Phone Number** | 6203764211

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

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

**Applicant / Federal EIN (if applicable)** | 486075322

Application details

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

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

No

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

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

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.

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

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 | John Niehues

Date | 11/01/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient of cleaning and sanitizing.</td>
<td>$2,104</td>
<td>$2,104</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>59</td>
<td>Per narrative, Through looking at our attendance data we have determined that while we already have increased our cleaning process procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient. We utilize chemicals in these sprayers rated to kill off any COVID-19 or other bacteria that can cause sickness. Due to COVID our rate of attendance and absenteeism has increased leading us to further increase our health and safety cleaning measures.</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**
- Fort Leavenworth USD 207

**Applicant / Mailing Address**
- 207 Education Way
  - Fort Leavenworth, KS 66027-1425

**Applicant / First and Last Name of Owner, CEO, or Executive Director**
- Dr. Keith Mispagel

**Applicant / Email Address of Owner, CEO, or Executive Director**
- kmispagel@usd207.org

**Applicant / Phone Number**
- 913-651-7373

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

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

**Applicant / Federal EIN (if applicable)**
- 48-0724335

**Applicant / Website Address (if applicable)**
- https://www.usd207.org/

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

Since March 2020, USD 207 has spent over $325,000 on COVID-19 supplies and materials to insure a safe school environment for our students and staff to include hand sanitizer/sanitizing devices including disinfectant sprayers, hand-held and mounted thermometers to include bus-mounted thermal scanners, disinfecting wipes, masks of all varieties, face shields for SPED staff, disposable gowns, gloves, social distancing stickers, and plastic desk shields for all students and staff. USD 207 did
not receive any SPARC $’s and only $45,723 in ESSER I non-SPED $’s and $21,825 in ESSER-SPED $’s. USD 207 was able to keep the vast majority of our 1,540 students on-site in our classrooms for the 2020-2021 School Year due to our investment in COVID-19 supplies and materials, coupled with detailed COVID-19 processes and procedures, which the District paid for mostly from its own resources except for the ESSER I $’s previously mentioned.

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

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


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.

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

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

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

- Continued low rate of students and staff on quarantine out of the classroom for 10 or 14 day periods (depending upon exposure and/or test results). For those students not affected by classmates' quarantine/being out of the classroom, the Full Time COVID Substitute teachers will provide continuity of instruction which should maintain or improve State assessment scores.

**Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

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

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

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

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

- Discrimination on the basis of 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 §76.500(b) 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.

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

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

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

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

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

Certification

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

Electronic Signature | Rich Holden

Date | 11/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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 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>207-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance 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>$60,324</td>
<td>-</td>
<td>$60,324</td>
<td>-</td>
<td>-</td>
<td>16 E 2600 730 0209 918</td>
<td>Allowable if CDC guidelines are met. Capital Improvement documentation required.</td>
</tr>
<tr>
<td>207-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance 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>$46,531</td>
<td>-</td>
<td>$46,531</td>
<td>-</td>
<td>-</td>
<td>16 E 2600 730 0209 918</td>
<td></td>
</tr>
<tr>
<td>207-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance 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>$25,000</td>
<td>-</td>
<td>$25,000</td>
<td>-</td>
<td>-</td>
<td>16 E 2600 730 0209 918</td>
<td>COVID-19 maintenance supplies - Purchasing disinfectant wipes, hand sanitizer, and other disinfectant cleaning products to be used as part of our enhanced cleaning program to reduce the transmission of COVID-19.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Equipment</td>
<td>Description</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>207-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</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>COVID-19 PPE (face masks/shields, disposable gowns, etc) - Purchasing COVID-19 personal protective equipment (PPE) for our GenEd and SPED staff to include disposable and cloth face masks, face shields, disposable gloves, and disposable gowns to protect our staff.</td>
<td>$25,000</td>
<td>$-</td>
<td>$25,000</td>
<td>$-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>207-2-001-20211214</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instructi on</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Hiring and maintaining approximately eight (8) Full Time COVID Substitute Teachers on staff to provide flexibility to provide classroom coverage for staff members on 10 or 14 day quarantines due to COVID-19 exposure.</td>
<td>$270,541</td>
<td>$-</td>
<td>$270,541</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  West Elk USD #282
Applicant / Mailing Address
|  PO Box 607, Howard, Kansas 67349
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Martin Burke, Supt
Applicant / Email Address of Owner, CEO, or Executive Director  |  martin.burkesupt@westelk.us
Applicant / Phone Number  |  6203742113

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

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

Fiscal Agent / Name (if applicable)  |  Paula McAlister
Fiscal Agent / Email (if applicable)  |  mcalisterp@westelk.us
Fiscal Agent / Mailing Address (if applicable)
|  PO Box 607, Howard, Kansas 67349
### Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>West Elk</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>282</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing City</td>
<td>Howard</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

Would you like to additional district representatives to the application? | Yes |
| Other District Representative 1 | Email Address | mcalisterp@westelk.us |
| Other District Representative 2 | Email Address | barnest@westelk.us |

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- 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   | Martin Burke
Date                  | 10/01/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>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>282-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Needs assessments from local and state data, as well as feedback from the district and community stakeholders has shown the need to include additional instructional support. This will allow the district to reduce classroom student:teacher ratios in general education settings where student:teacher ratios are high. Additionally, Tiered intervention support will be added to address the learning loss throughout the pandemic.</td>
<td>$175,959</td>
<td>$175,959</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59965</td>
<td>The narrative states that West Elk is requesting an additional two licensed elementary teachers to reduce the staff:student ratios in their largest classrooms. The district will additionally supplement this need by adding an additional instructor from the local option budget. Additionally, West Elk will implement a licensed “Tier 2” teacher for the Junior High building, relative to the function of a Title I teacher, for ELA, Math, and Science support.</td>
</tr>
<tr>
<td>282-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$53,940</td>
<td>$53,940</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59966</td>
<td>West Elk will employ a licensed Registered Nurse to serve the district.</td>
</tr>
<tr>
<td>282-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$59,713</td>
<td>$59,713</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59967</td>
<td>West Elk will dedicate $1,000 to the retention of licensed staff as well as $200 for classified staff. A follow-up response from the district revealed that retention pay will be allocated to 48 licensed staff at $1,000 each, and 62 classified staff at $200 each. These funds will be disbursed in December.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technology</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>Technology leadership and support is necessary to address the expansion of the district expanding the 1:1 technology from 10-12 grade students to district wide.</td>
<td>$63,580</td>
<td>$63,580</td>
<td>$-</td>
<td>$-</td>
<td>$59968</td>
<td></td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

West Elk will implement a technology director to lead and support the districts increased needs in technology. Prior to the pandemic only 8-12 grade students had 1:1 technology. West Elk has expanded this to K-12.
**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><strong>Applicant / Entity Name</strong></td>
<td>USD 327 Ellsworth</td>
</tr>
</tbody>
</table>
| **Applicant / Mailing Address** | 145 W 15th St  
Ellsworth, Ks 67439 |
| **Applicant / First and Last Name of Owner, CEO, or Executive Director** | Joshua Lanning |
| **Applicant / Email Address of Owner, CEO, or Executive Director** | jlanning@usd327.org |
| **Applicant / Phone Number** | 785-472-5561 |

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

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

<table>
<thead>
<tr>
<th>Application details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full District Name</strong></td>
</tr>
<tr>
<td><strong>District Number</strong></td>
</tr>
</tbody>
</table>
USD 327 comprises of 642 students K through 12th grade for the 2021-2022 school year. Covid-19 has impacted the school and community in multiple ways. In the 2020 school year, students lost over 1/4 of their school year to the virus resulting in lost academic and social emotional learning. For the 2020-2021 school year, students returned to in person instruction and were able to maintain that instruction for the entire year, but at an increased cost both financially, academically, and socially emotionally. The district saw increased costs in food service and maintenance. Students in all grades, but particularly in the lower grades that are At-Risk and special needs lost the ability to interact with students outside of their cohort groups, saw a reduced social emotional education, and the elimination of field trips, multiple quarantines, and a shortened calendar, cost them academic opportunities for the 2019-2021 school years.

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

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

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

We will utilize stakeholder town hall meetings, surveys, a social emotional screener, retention rates, MAPS and Aimsweb Testing.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
   (a) A State and a subgrantee shall comply with the following statutes and regulations:
      • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
      • Discrimination on the basis of 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)
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:
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: Joshua Brian Lanning
Date: 10/19/2021

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>Regular Salaries</th>
<th>Allowable Use</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>
</tr>
</thead>
<tbody>
<tr>
<td>327-1-001-0001</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>Premium Pay: Paying certified staff (56) a one time $1500 payment broken into two payments of $750 on December 20th and January 20th for increased duties due to COVID 19 including sanitation, preparation time, training and continuity of services to retain all staff through the pandemic.</td>
<td>$84,000</td>
<td>-</td>
<td>$84,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>327-1-002-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Premium Pay: Paying classified staff (31) a $1500 payment broken into two payments on December 20th and June 20th for increased work in sanitation and continuity of services to retain all staff through the pandemic.</td>
<td>$46,500</td>
<td>-</td>
<td>$46,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>327-1-003-19000100</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 for counseling position at Kanopolis Middle School to provide social emotional support for students impacted by Covid-19</td>
<td>$28,432</td>
<td>-</td>
<td>$28,432</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>327-1-004-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Tuition Reimbursement</td>
<td>10. Providing mental health services and supports</td>
<td>Unemployment costs for additional Counselor</td>
<td>$25</td>
<td>-</td>
<td>$25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>327-1-005-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Unemployment costs for Certified Premium Pay</td>
<td>$75</td>
<td>-</td>
<td>$75</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>21</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-006-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$ 6,500</td>
<td>-</td>
<td>$ 6,500</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-007-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
<td>$ 3,800</td>
<td>-</td>
<td>$ 3,800</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-008-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$ 50</td>
<td>-</td>
<td>$ 50</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-009-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$ 3,600</td>
<td>-</td>
<td>$ 3,600</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-010-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>$ 1,375</td>
<td>-</td>
<td>$ 1,375</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>327-1-011-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>$ 5,400</td>
<td>-</td>
<td>$ 5,400</td>
<td>-</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Teaching Children's yoga social emotional learning program. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.</td>
<td>$299</td>
<td>$299</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>Textbooks</td>
<td>10. Providing mental health services and supports</td>
<td>Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.</td>
<td>$163</td>
<td>$163</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>Textbooks</td>
<td>10. Providing mental health services and supports</td>
<td>Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.</td>
<td>$163</td>
<td>$163</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Training for staff to implement our SEL program (PATHS) that will fill holes in student learning caused by missed educational time due to Covid 19.</td>
<td>$900</td>
<td>$ -</td>
<td>$900</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Supplies required for the new SEL training.</td>
<td>$179</td>
<td>$ -</td>
<td>$179</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Textbooks</td>
<td>SEL kit designed for students with special needs that corresponds with our newly adopted program.</td>
<td>$325</td>
<td>$ -</td>
<td>$325</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Textbooks</td>
<td>Moby Max licenses for our 2nd grade class. Moby Max identifies learning gaps in math, reading, writing, language, vocabulary, and fact fluency caused by Covid 19.</td>
<td>$799</td>
<td>$ -</td>
<td>$799</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Training DVDs/Books needed to implement our SEL program.</td>
<td>$202</td>
<td>$ -</td>
<td>$202</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Social Emotional Supplies needed for training.</td>
<td>$160</td>
<td>$ -</td>
<td>$160</td>
<td>$ -</td>
<td>$ -</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Drums for the new SEL program.</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Providing mental health services and supports</td>
<td></td>
<td></td>
<td>240</td>
<td>-</td>
<td>240</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

USD 331 Kingman-Norwich

Applicant / Mailing Address

115 North Main Street
Kingman, KS 67068

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

Max Clark

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

mclark@knusd331.com

Applicant / Phone Number

620-532-3134

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

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

Applicant / Federal EIN (if applicable)

480698443

Applicant / Website Address (if applicable)

www.knusd331.com
<table>
<thead>
<tr>
<th>Application details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full District Name</strong></td>
</tr>
<tr>
<td><strong>District Number</strong></td>
</tr>
<tr>
<td>**Mailing Address</td>
</tr>
<tr>
<td><strong>Mailing City</strong></td>
</tr>
<tr>
<td>**Mailing Address</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td><strong>Would you like to additional district representatives to the application?</strong></td>
</tr>
<tr>
<td>**Other District Representative 1</td>
</tr>
<tr>
<td>**Other District Representative 2</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.

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

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

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

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

**Measurable Signs of Success:**
- Surveying staff and students
- More applications than positions
- Improved scores/performance on assessments
- Retention rate of staff
- Quality Surveys of parents
- Improving Kansas Community That Care survey results
- Promote data we already do and track (KESA etc.)

**Notes on ESSER II application Excel template:**

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

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

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

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

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

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.

The State or subgrantee administers or supervises each project.

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

Fiscal control and fund accounting procedures.

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

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.

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.

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.

Records related to compliance.

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,
students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

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

Certification

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

Electronic Signature  | Max Clark
Date                  | 11/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>
</tr>
</thead>
<tbody>
<tr>
<td>331-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Other Professional Educational Services</td>
<td>10. Providing mental health services and supports</td>
<td>Training all staff and students to recognize social &amp; emotional struggles in themselves &amp; others, as well as providing them appropriate response/assistance resources to address.</td>
<td>$45,000</td>
<td>$-</td>
<td>$45,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>9</td>
<td>Per narrative, While USD 331 has been able to provide in-person instruction for our students throughout the majority of the pandemic, the stresses to our school community are evident in the following areas: Increased SEL needs for all students as indicated by KCTC surveys, hospitalization reports, and counselor referrals. Youth Mental Health First Aid (a program) is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. (Informational Mental Health sheet attached to Row 001).</td>
</tr>
<tr>
<td>331-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Student Services</td>
<td>10. Providing mental health services and supports</td>
<td>Training families to recognize social emotional struggles in themselves &amp; their children, a well as providing them appropriate response/assistance protocols &amp; connecting them to resources to address.</td>
<td>$35,000</td>
<td>$-</td>
<td>$35,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>9</td>
<td>See Row 001.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Instructioal Programs Improvement Services</td>
<td>Full-Time Certified Salaries</td>
<td>Full-Time Certified Salaries</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>The addition of literacy &amp; library media specialists at Kingman Elementary, Kingman Middle &amp; High, and Norwich School. Professional staff members specifically assigned to help students develop a love of reading &amp; to provide targeted interventions for students with difficulty reading. Additionally provided increased opportunities for teacher collaboration to review data and address learning loss.</td>
<td>$210,000</td>
<td>-</td>
<td>$210,000</td>
<td>-</td>
<td>9</td>
<td>Per narrative, Significant learning loss and decreased academic performance as indicated by national, state, and local assessments. This is most evident in our most at-risk student populations (low SES and SPED). Per applicant, 3 interventionists, one for each attendance center. Kingman Elementary School, Kingman Middle &amp; High School, and Norwich School.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Instructioal Programs Improvement Services</td>
<td>Full-Time Certified Salaries</td>
<td>Full-Time Certified Salaries</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Addition of an Art teacher at Kingman Elem. To provide an outlet for students with an interest in visual arts. Benefits to social emotional health of students. Additionally provides increased opportunities for teacher collaboration to review data and address learning loss.</td>
<td>$65,000</td>
<td>-</td>
<td>$65,000</td>
<td>-</td>
<td>9</td>
<td>Per narrative, While USD 331 has been able to provide in-person instruction for our students throughout the majority of the pandemic, the stresses to our school community are evident in the following areas: Increased SEL needs for all students as indicated by KCTC surveys, hospitalization reports, and counselor referrals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Instructioal Programs Improvement Services</td>
<td>Full-Time Certified Salaries</td>
<td>Full-Time Certified Salaries</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Training of building teams to support improved RtI processes including curriculum alignment &amp; mapping with priority standards identified for both academic and SEL. Building teams will receive formal training through Solution Tree and will then serve as the primary support system within each building to support the RtI process. Clarity around Priority Standards and the creation of Proficiency Scales to ensure students master the identified essential competencies will help to address learning loss caused by the pandemic and will better ensure all students are College and Career Ready upon graduation from high school.</td>
<td>$65,000</td>
<td>-</td>
<td>$65,000</td>
<td>-</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Additional Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>District will pay all staff $750 each as a retention incentive to for extra duty and responsibility required of then so the district can ensure continuity of services for students. This will help retain staff at a time when shortages have been exacerbated by the pandemic.</td>
<td>$210,000</td>
<td>$ -</td>
<td>$210,000</td>
<td>$ -</td>
<td>$ -</td>
<td>9</td>
<td>Per applicant, With the intent of honoring the incredible work of our employees during the pandemic school year of 2020 -2021 and to retain them for the 2021 - 2022 school year to ensure continuity and quality of services to all USD 331 students, we will provide a retention payment of $750 to all USD 331 employees. The payments will be made via a lump sum payment in January. 11/17/2021: Per applicant and clarification of Premium Pay, This retention incentive is to motivate employees to continue with us for the 2021-22 school year and hopefully beyond. We want them to know that their hard work and commitment during the previous 2020-21 school year has not been forgotten. This is not for “back-pay” or to reimburse the district from prior fiscal year expenditures.</td>
<td>331-1-006-20211214</td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services</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>District plans to improve the rate of pay for classified personnel to address unfilled positions and competition for limited workforce which impacts services for all students and has been exacerbated by the pandemic.</td>
<td>$43,781</td>
<td>$ -</td>
<td>$43,781</td>
<td>$ -</td>
<td>$ -</td>
<td>9</td>
<td>Per narrative, Increased absenteeism amongst staff, reported as both COVID-related and/or stress related, coupled with a shortage of substitute teachers, has resulted in increased workload for staff having to provide classroom coverage.</td>
<td>331-1-007-20211214</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type
- Unified School District

Applicant / Entity Name
- Jessie Tate

Applicant / Mailing Address
- 520 W. Oak Ave

Applicant / Email Address of Owner, CEO, or Executive Director
- jhoward334@usd334.org

Applicant / Phone Number
- 785-427-3365

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

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

Application details

Full District Name
- Southern Cloud

District Number
- 334

Mailing Address | Street Address
- 619 W Tootle Ave

Mailing | City
- Miltonvale
USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 78 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone’s emotional state did suffer. We did have to furnish internet for families who could not afford it. We had to upgrade our technology in order to have 1-1 computers/chrome books for remote learning. We were very fortunate to have the age 1-18 meal program, but it did come with additional expenses. We have been doing testing to monitor learning loss, there are gaps we are trying to catch up and fill, with updated curriculum with virtual learning support and enhancements. New touchless water fountain stations were installed for additional safety. With safety first, there is always expenses for masks, hand sanitizers, and cleaning supplies.

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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 | Jessie Tate
Date | 11/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</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>334-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Cleaning Supplies and Chemicals</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>FACIAL TISSUES, PINE SOL</td>
<td>$378</td>
<td>$378</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>18100</td>
<td>Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. Per applicant, Yes, it was used for Kleenex, gloves, cleaning supplies, and face masks. To help stop the spread of COVID-19.</td>
</tr>
<tr>
<td>334-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Information Services</td>
<td>Professio nal - Education Services</td>
<td>10. Providing mental health services and supports</td>
<td>SOCIAL EMOTIONAL</td>
<td>$1,662</td>
<td>$1,662</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>18100</td>
<td>Per applicant, A new curriculum for SEL (Social Emotional Learning) to help with the added student depression, anxiety, stress, and social withdrawal caused from COVID.</td>
</tr>
<tr>
<td>334-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Professio nal - Education Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Internet</td>
<td>$14,332</td>
<td>$14,332</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>18100</td>
<td>Per narrative, USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. Per applicant, The school district had to upgrade the internet to accommodate all the teachers doing virtual learning. 11/17/2021: Per applicant, The upgrade of the internet led to increased bandwidth, adding routers, and installations at the homes. It also needed a special circuit for the telephone and internet. The applicant further clarified the comment regarding &quot;installations at the homes&quot;: So our phone company in town has to go to the house itself to &quot;install&quot; a router. Even if you already have your own router it cannot be turned on through the company without them coming to the house and hooking it up themselves. Wires and things still have to be ran to the box even for wireless hookups. The router itself is what makes the internet wireless throughout the house. Without it there is no internet.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technological-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>INTERNET</td>
<td>$20,190</td>
<td>$20,190</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Per applicant, The school district had to provide home internet for some students that couldn't afford internet themselves, so the students could do virtual learning. We paid the monthly subscription for these families. When class got back in session some teachers had to teach hybrid for the students that did not feel safe to return, therefor we had to upgrade our speed of internet to provide the zoom lessons for these families.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Purchased Services</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School</td>
<td>$8,178</td>
<td>$8,178</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per applicant, We had 4 teachers total. The length of the program was (2) 4 day weeks in June and August. With 24 students in June and 23 students in August. We did two separate months to help with the learning loss due to COVID.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Pure - o zone</td>
<td>$3,711</td>
<td>$3,711</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>NEW HVAC systems for building</td>
<td>$15,674</td>
<td>$15,674</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per applicant, This was used for HVAC system for one of our buildings. We are in the process of getting all of them done. We want better air quality to stop the spread of COVID. Allowable if CDC guidelines are met. Capital Improvement documentation required.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>HAND SANITIZER</td>
<td>$1,388</td>
<td>$1,388</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>HAND SANITIZER / SPRAY</td>
<td>$1,080</td>
<td>$1,080</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.</td>
<td></td>
<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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>HAND SANITIZER</td>
<td>$354</td>
<td>$354</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$18100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per narrative, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.</td>
<td></td>
<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>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Supplies &amp; Materials</td>
<td>PUR-O-ZONE</td>
<td>$6,617</td>
<td>$6,617</td>
<td>-</td>
<td>-</td>
<td>$18100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Operation &amp; Maintenance 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>DRINKING FOUNTAIN STATIONS</td>
<td>$10,935</td>
<td>$10,935</td>
<td>-</td>
<td>-</td>
<td>$18100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Instruction</td>
<td>Athletic Areas</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Lock IT TECHNOLOGY</td>
<td>$5,163</td>
<td>$5,163</td>
<td>-</td>
<td>-</td>
<td>$18100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>$2,320</td>
<td>$2,320</td>
<td>-</td>
<td>$18100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Website</td>
<td>$1,283</td>
<td>$1,283</td>
<td>-</td>
<td>$18100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>OTHER SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>MISCELLANEOUS SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>MISCELLANEOUS SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>MISCELLANEOUS SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>MISCELLANEOUS SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>MISCELLANEOUS SUPPORT SERVICES</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 applicant, We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.

Per applicant, New water fountain stations that are hands free to fill water bottles to stop the spread of COVID. Capital Improvement documentation required.

Per applicant, So that was used for Sonicwall. Lockit technology was the vendor name. We had to upgrade our Sonicwall due to COVID, we had to hold all the zoom meetings for classes and staff meetings. With more internet used all around we had to make sure everyone's firewalls and cyber security was updated.

Per narrative, We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. Per applicant, New software was bought for math to become eligible for remote learning due to COVID.

Per applicant, We had to update our website to provide zoom for all staff/ families due to COVID. Yes this was used for P/T conferences and staff meetings that could not be in person. We pay monthly for a zoom license.

Per applicant, Supplies for cleaning the facility to keep from spreading COVID.
<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Eligible</th>
<th>Description</th>
<th>Service</th>
<th>Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nurse</td>
<td>Direct</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></td>
<td>$6,487</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Direct</td>
<td></td>
<td></td>
<td>$6,487</td>
</tr>
<tr>
<td>SCHOOL COUNCLER</td>
<td>Direct</td>
<td>10. Providing mental health services and supports</td>
<td></td>
<td>$8,449</td>
</tr>
<tr>
<td>SCHOOL COUNCLER</td>
<td>Direct</td>
<td></td>
<td></td>
<td>$8,449</td>
</tr>
<tr>
<td>NEW CURRICULUM/ TESTING PROCEDURES</td>
<td>Direct</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td>$18,724</td>
</tr>
<tr>
<td>NEW CURRICULUM/ TESTING PROCEDURES</td>
<td>Direct</td>
<td></td>
<td></td>
<td>$18,724</td>
</tr>
<tr>
<td>READING COMPUTER PROGRAM</td>
<td>Direct</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td>$2,690</td>
</tr>
<tr>
<td>READING COMPUTER PROGRAM</td>
<td>Direct</td>
<td></td>
<td></td>
<td>$2,690</td>
</tr>
<tr>
<td>SCIENCE CURRICULUM FOR REMOTE LEARNING CAPATIBLE</td>
<td>Direct</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td>$32,022</td>
</tr>
<tr>
<td>SCIENCE CURRICULUM FOR REMOTE LEARNING CAPATIBLE</td>
<td>Direct</td>
<td></td>
<td></td>
<td>$32,022</td>
</tr>
</tbody>
</table>

Per applicant, We had to expand her position from part-time to full-time due to the emotional effects of COVID. The nurse had added paperwork and COVID tracking to her schedule there for her salary was raised.

Per narrative, USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 78 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. For additional social-emotional support, we have added another full-time counselor.

Per narrative, We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. Per applicant, We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAIVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation.

Per applicant, We had to purchase a new reading program to help with learning loss due to COVID.

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

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  McLouth USD 342

Applicant / Mailing Address

PO Box 40
McLouth KS 66054-0040

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

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

Applicant / Phone Number  |  913-796-2201

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

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

Application details

Full District Name  |  McLouth USD #342

District Number  |  342
Mailing Address | Street Address  | PO Box 40
Mailing Address | City          | McLouth
Mailing Address | Zip Code      | 66054-0040

Authorized Representative of the District | Name                         | Lorie Patterson
Authorized Representative of the District | Position or Title             | Business Manager/Board Clerk
Authorized Representative of the District | Email Address                | pattersonl@mclouth.org
Authorized Representative of the District | Phone Number                 | +19137962201

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

Other District Representative 1 | Email Address                | lillys@mclouth.org

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

We have experienced more students with social emotional needs and those needs have been significantly greater than in the past. Last year we had more than five students hospitalized with social emotional issues and continue to see this as a major concern this year. Although we have had a part time social worker for our special education population, our needs have increased to the point that we have had to hire a full time social worker.

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

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

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

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

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

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

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.

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

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

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

Providing mental health services and supports.

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

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

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

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

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

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

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

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

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

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

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

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

We will use these funds to address student learning loss and increased social and emotional needs of our students. In addition to this, we will use funds to maintain the cleanliness of our facilities during the pandemic and to provide PPE supplies for our students and staff to limit COVID exposure. We will use these funds to help recruit and retain staff in this difficult educational environment.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD #342 will monitor academic progress through FastBridge, State Assessments and Local Formative Assessments. The district will monitor the SEL and disciplinary needs of our students and use that data to determine growth.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 | Lorie Patterson
Date | 11/02/2021

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>
</tr>
</thead>
<tbody>
<tr>
<td>342-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Other Professional Services</td>
<td>10. Providing mental health services and supports</td>
<td>$48,250</td>
<td>$-</td>
<td>$20,250</td>
<td>$28,000</td>
<td>$-</td>
<td>07-2113-340-0-02</td>
<td></td>
</tr>
<tr>
<td>342-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$20,000</td>
<td>$-</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-111-1-02</td>
<td></td>
</tr>
<tr>
<td>342-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td></td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$1,550</td>
<td>$-</td>
<td>$1,550</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-220-1-02</td>
<td></td>
</tr>
<tr>
<td>342-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$25</td>
<td>$-</td>
<td>$25</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-260-1-02</td>
<td></td>
</tr>
<tr>
<td>342-1-005-20211214</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>$24,695</td>
<td>$-</td>
<td>$17,500</td>
<td>$7,195</td>
<td>$-</td>
<td>07-2134-120-0-02</td>
<td></td>
</tr>
<tr>
<td>342-1-006-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$1,914</td>
<td>$-</td>
<td>$1,400</td>
<td>$514</td>
<td>$-</td>
<td>07-2134-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Eligible</td>
<td>Category</td>
<td>Subcategory</td>
<td>Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td>Cost 3</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>342-1-007-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Unemployment Compensation</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$35</td>
<td>-</td>
<td>$30</td>
<td>5</td>
<td>$ -</td>
<td>07-2134-260-0-02</td>
<td></td>
</tr>
<tr>
<td>342-1-008-202112 14</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>Hired three additional paraprofessionals. Two paraprofessionals are working in kindergarten classrooms to allow smaller group instruction. The elementary's new approach to reading and math has increased small group worktime and Tier I intervention. These paras will greatly help directing those interventions and staying on task with the small groups. One paraprofessional is working in the Title department. School improvement team meetings have led us to see a need for targeted fluency and comprehension instruction as well as the occasional need for math intervention. This person will work with small groups both in the title room and classrooms as needed.</td>
<td>$20,000</td>
<td>$ -</td>
<td>$20,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-121-1-02</td>
</tr>
<tr>
<td>342-1-009-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employer contributions of health and dental insurance premiums for the three additional paraprofessionals.</td>
<td>$30,000</td>
<td>$ -</td>
<td>$30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-210-1-02</td>
</tr>
<tr>
<td>342-1-010-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employer contributions for social security and medicare taxes for the three additional paraprofessionals.</td>
<td>$1,700</td>
<td>$ -</td>
<td>$1,700</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220-1-02</td>
</tr>
<tr>
<td>342-1-011-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employer contributions for unemployment taxes for the three additional paraprofessionals.</td>
<td>$30</td>
<td>$ -</td>
<td>$30</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-260-1-02</td>
</tr>
<tr>
<td>342-1-012-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Renting Land and Buildings</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Rent of a portable storage container that is equipped with heat/AC to use for COVID-19 testing. Unit is placed at our sports complex so known contacts do not have to enter building for testing.</td>
<td>$3,360</td>
<td>$ -</td>
<td>$3,360</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2610-441-0-02</td>
</tr>
<tr>
<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Student Services</td>
<td>Activity</td>
<td>Funding Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>342-1-014-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Non-Certified Salaries</td>
<td>Instruction Full-Time Non-Certified Salaries</td>
<td>Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be $500 for new paraprofessionals. The retention incentive will be $500 for returning paraprofessionals. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 3,000 $ - $ 3,000 $ - $ 3,000 $ - $ 07-1000-121-1-02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-015-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries</td>
<td>Instruction Full-Time Certified Salaries</td>
<td>Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be $500 for new teachers. The retention incentive will be $500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 9,500 $ - $ 9,500 $ - $ 9,500 $ - $ 07-1000-111-1-02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-016-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>Instruction Social Security Contributions</td>
<td>Value Up Culture Training - Social-emotional needs are higher than ever. Students have had disruptions in their learning routines, first with complete school shutdown and then with in-person without the ability to socially interact. The social norms and expectations they have adhered to continue to change due to COVID. This program will help students recognize that they are a valued member of the learning community and help provide them with a sense of connectedness by instilling positive social culture norms. The program will speak to students in a way that resonates with what matters to them and brings them into a collective agreement about respect, diversity and the value of others in their school community.</td>
<td>$ 8,500 $ - $ 8,500 $ - $ 8,500 $ - $ 07-2113-323-0-00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>20</td>
<td>-</td>
<td>$</td>
<td>-</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>
<td>-------</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-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 the recruitment and retention of certified teachers. The recruitment incentive will be $500 for new teachers. The retention incentive will be $500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$</td>
<td>3,000</td>
<td>-</td>
<td>$</td>
<td>3,000</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium pay for the retention of paraprofessionals. The retention incentive will be $500 for returning paraprofessionals. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$</td>
<td>500</td>
<td>-</td>
<td>$</td>
<td>500</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$</td>
<td>270</td>
<td>-</td>
<td>$</td>
<td>270</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$</td>
<td>5</td>
<td>-</td>
<td>$</td>
<td>5</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-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 the recruitment and retention of certified teachers. The recruitment incentive will be $500 for new teachers. The retention incentive will be $500 for returning teachers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$</td>
<td>7,000</td>
<td>-</td>
<td>$</td>
<td>7,000</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$540</td>
<td>$ -</td>
<td>$540</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220-3-02</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$10</td>
<td>$ -</td>
<td>$10</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-260-3-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Full-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 the recruitment of a grade school counselor. The recruitment incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$500</td>
<td>$ -</td>
<td>$500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-111-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$40</td>
<td>$ -</td>
<td>$40</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-220-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$5</td>
<td>$ -</td>
<td>$5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-260-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Full-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 the retention of a middle school counselor. The retention incentive will be $250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$250</td>
<td>$ -</td>
<td>$250</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-111-2-02</td>
<td></td>
</tr>
<tr>
<td>1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.</td>
<td>1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Activity</td>
<td>Description</td>
<td>Amount</td>
<td>Employer Contributions</td>
<td>Social Security Contributions</td>
<td>Other</td>
<td>Board Meeting Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>07-2100-200-2-02</td>
<td>Eligible Direct Allocation Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>$20</td>
<td>$ -</td>
<td>$20</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-2100-200-3-02</td>
<td>Eligible Direct Allocation Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>$5</td>
<td>$ -</td>
<td>$5</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-2100-200-1-02</td>
<td>Eligible Direct Allocation Support Services (Students)</td>
<td>Full-Time Certified Salaries</td>
<td>$250</td>
<td>$ -</td>
<td>$250</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-2100-200-3-02</td>
<td>Eligible Direct Allocation Support Services (Students)</td>
<td>Full-Time Non-Certified Salaries</td>
<td>$500</td>
<td>$ -</td>
<td>$500</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-035-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>342-1-036-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-037-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Non-Certified Salaries</td>
<td>Premium pay for the retention of a school nurse. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-038-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Social Security Contributions</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-039-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Unemployment Compensation</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>342-1-040-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>Premium pay for the retention of a school librarian. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>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 pay for the retention of a school library paraprofessional. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2200-121-0-02</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 80</td>
<td>$ -</td>
<td>$ 80</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2200-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2200-260-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Board of Education Services</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 pay for the retention of a district office secretary. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2310-121-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Board of Education Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 40</td>
<td>$ -</td>
<td>$ 40</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2310-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Board of Education Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2310-260-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Superintendent</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium pay for the retention of a superintendent. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-2321-110-0-02</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Superintendent</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$40</td>
<td>$-</td>
<td>$40</td>
<td>$-</td>
<td>$-</td>
<td>07-2321-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Superintendent</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$5</td>
<td>$-</td>
<td>$5</td>
<td>$-</td>
<td>$-</td>
<td>07-2321-260-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Full-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 the retention of an elementary school principal. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-2410-111-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Full-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 the retention of a middle school principal. The retention incentive will be $250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$250</td>
<td>$-</td>
<td>$250</td>
<td>$-</td>
<td>$-</td>
<td>07-2410-111-2-02</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Full-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 the retention of a high school principal. The retention incentive will be $250. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$250</td>
<td>$-</td>
<td>$250</td>
<td>$-</td>
<td>$-</td>
<td>07-2410-111-3-02</td>
<td>1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</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 pay for the retention of an elementary school secretary. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-2410-121-1-02</td>
<td>1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</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 pay for the retention of a middle school secretary. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-2410-121-2-02</td>
<td>1 staff member will receive the premium pay. (The other half of their premium pay will be paid out under a different account code) We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</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 pay for the retention of a high school secretary. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-121-3-02</td>
<td>1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application</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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 80</td>
<td>$ -</td>
<td>$ 80</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-220-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-220-2-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-220-3-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-260-1-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-260-2-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2410-260-3-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Fiscal Services</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 pay for the retention of a business manager. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2510-121-0-02</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Fiscal Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 40</td>
<td>$ -</td>
<td>$ 40</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2510-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Fiscal Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2510-260-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>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 pay for the retention of school custodians and maintenance personnel. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID.</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2600-121-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for social security and medicare taxes on the premium pay incentives.</td>
<td>$ 230</td>
<td>$ -</td>
<td>$ 230</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2600-220-0-02</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Employer contributions for unemployment taxes on the premium pay incentives.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2600-260-0-02</td>
<td></td>
</tr>
</tbody>
</table>

1 staff member will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

6 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application.

Employer contributions for unemployment taxes on the premium pay incentives.
<p>| Eligible | Direct Allocation | Vehicle Operation | Social Security Contributions | Full-Time Non-Certified Salaries | Premium pay for the recruitment and retention of bus and van drivers. The recruitment incentive will be $500 for new drivers. The retention incentive will be $500 for returning drivers. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. | $ 3,350 | $ - | $ 3,350 | $ - | $ - | 07-2710-121-0-02 |
| Eligible | Direct Allocation | Vehicle Operation | Social Security Contributions | Full-Time Non-Certified Salaries | Employer contributions for social security and medicare taxes on the premium pay incentives. | $ 260 | $ - | $ 260 | $ - | $ - | 07-2710-220-0-02 |
| Eligible | Direct Allocation | Vehicle Operation | Unemployment Compensation | Full-Time Non-Certified Salaries | Employer contributions for unemployment taxes on the premium pay incentives. | $ 5 | $ - | $ 5 | $ - | $ - | 07-2710-260-0-02 |
| Eligible | Direct Allocation | Vehicle Servicing and Maintenance | Full-Time Non-Certified Salaries | Premium pay for the retention of a mechanic. The retention incentive will be $500. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. | $ 500 | $ - | $ 500 | $ - | $ - | 07-2730-121-0-02 |
| Eligible | Direct Allocation | Vehicle Servicing and Maintenance | Social Security Contributions | Employer contributions for social security and medicare taxes on the premium pay incentives. | $ 40 | $ - | $ 40 | $ - | $ - | 07-2730-220-0-02 |
| Eligible | Direct Allocation | Vehicle Servicing and Maintenance | Unemployment Compensation | Employer contributions for unemployment taxes on the premium pay incentives. | $ 5 | $ - | $ 5 | $ - | $ - | 07-2730-260-0-02 |
| Eligible | Direct Allocation | Food Services Operations | Full-Time Non-Certified Salaries | Premium pay for the recruitment and retention of food service personnel. The recruitment incentive will be $500 for new food service personnel. The retention incentive will be $500 for returning food service personnel. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. | $2,500 | - | $2,500 | - | 07-3100-121-0-02 | 5 staff members will receive the premium pay. We would like to pay out the premium pay in the month of December if our application has been approved; otherwise, the premium pay will be paid out after the board meeting following the approval of the application. |
| Eligible | Direct Allocation | Food Services Operations | Social Security Contributions | Employer contributions for social security and medicare taxes on the premium pay incentives. | $195 | - | $195 | - | 07-3100-220-0-02 |
| Eligible | Direct Allocation | Food Services Operations | Unemployment Compensation | Employer contributions for unemployment taxes on the premium pay incentives. | $5 | - | $5 | - | 07-3100-260-0-02 |
| Eligible | Direct Allocation | Operation &amp; Maintenance of Plant | Cleaning Supplies and Chemicals | Gloves and cleaning supplies for additional protocols to sanitize and clean the building during COVID. | $5,000 | - | $5,000 | - | 07-2600-618-0-02 |
| Eligible | Direct Allocation | Vehicle Operation | Part-Time Non-Certified Salaries | Prior to school closures due to COVID, we did not provide transportation for summer enrichment. We implemented transportation for summer school to boost the numbers of students who are able to attend. | $1,500 | - | $1,500 | - | 07-2710-121-0-02 |
| Eligible | Direct Allocation | Vehicle Operation | Social Security Contributions | Employer contributions for social security and medicare taxes on summer learning transportation. | $115 | - | $115 | - | 07-2710-220-0-02 |
| Eligible | Direct Allocation | Vehicle Operation | Unemployment Compensation | Employer contributions for unemployment taxes on summer learning transportation. | $5 | - | $5 | - | 07-2710-260-0-02 |</p>
<table>
<thead>
<tr>
<th>342-1-081-202112-14</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Vehicle Operation</th>
<th>Gasoline</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Vehicle gasoline for the transporation of students to/from summer learning.</th>
<th>$250</th>
<th>$-</th>
<th>$250</th>
<th>$-</th>
<th>$-</th>
<th>07-2710-626-0-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>342-1-082-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Resources and supplies for an after school reading program that was implemented in FY22 to address learning loss due to COVID.</td>
<td>$500</td>
<td>$-</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-610-1-02</td>
</tr>
<tr>
<td>342-1-083-202112-14</td>
<td>Eligible</td>
<td>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>Due to the additional cleaning protocols brought on by COVID, custodial personnel often times work beyond their schedule which puts them into overtime.</td>
<td>$6,000</td>
<td>$-</td>
<td>$6,000</td>
<td>$-</td>
<td>$-</td>
<td>07-2600-121-0-02</td>
</tr>
<tr>
<td>342-1-084-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Social security and medicare taxes for custodial overtime.</td>
<td>$460</td>
<td>$-</td>
<td>$460</td>
<td>$-</td>
<td>$-</td>
<td>07-2600-220-0-02</td>
</tr>
<tr>
<td>342-1-085-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Unemployment taxes for custodial overtime.</td>
<td>$10</td>
<td>$-</td>
<td>$10</td>
<td>$-</td>
<td>$-</td>
<td>07-2600-260-0-02</td>
</tr>
<tr>
<td>342-1-086-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Additional nursing supplies to implement health protocols to address COVID-19.</td>
<td>$5,000</td>
<td>$-</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>07-2134-610-1-02</td>
</tr>
<tr>
<td>342-1-087-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Transportation for students attending the after school reading program that was implemented in FY22 to address learning loss.</td>
<td>$5,000</td>
<td>$-</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>07-2710-121-0-02</td>
</tr>
<tr>
<td>#</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Employer contributions for social security and medicare taxes for after school reading program transportation.</td>
<td>$ 383</td>
<td>$ -</td>
<td>$ 383</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2710-220-0-02</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>
<td>----------------</td>
</tr>
<tr>
<td>#</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Unemployment Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Employer contributions for unemployment taxes for after school reading program transportation.</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ 5</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2710-260-0-02</td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type
- Unified School District

Applicant / Entity Name
- USD 351

Applicant / Mailing Address
- 433 N. Gilmore
  Macksville, Ks.
  67557

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

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

Applicant / Phone Number
- 6203483415

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

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

Application details

Full District Name
- Macksville Public Schools
<table>
<thead>
<tr>
<th>Authorized Representative of the District</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greg Rinehart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized Representative of the District</th>
<th>Position or Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superintendent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized Representative of the District</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:super351@usd351.com">super351@usd351.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized Representative of the District</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+16203483415</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Would you like to additional district representatives to the application?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other District Representative 1</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:hoganc@usd351.com">hoganc@usd351.com</a></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.

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

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

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

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

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

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

2 of 7
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.
A much needed new HVAC system will upgrade the district facilities to improve indoor air quality and reliability of indoor air to enhance student and staff safety, comfort and achievement. This shall include replacement of indoor / outdoor systems that currently do not have capability to provide minimum ventilation requirements and/or heating & cooling requirements for the ventilation, temperature controls associated with these systems to provide proper ventilation control, test & balance of water and airflow systems to ensure proper operation, labor costs for installation and design costs for engineering. Many of the current HVAC systems serving the school district do not provide adequate ventilation to meet (or exceed) ASHRAE 90.1. Some of these systems are beyond their serviceable life and no longer can provide their design capabilities and others were installed without ventilation consideration. The systems have direct digital controls (DDC) that are exceeding their serviceable life as well. The controls are no longer able to properly control actuators servicing dampers for ventilation requirements. By replacing this equipment and controls, the district will be able to provide adequate fresh air to many of the systems and be able to properly heat / cool with the additional ventilation load.

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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 | Greg Rinehart
Date | 10/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligible</th>
<th>Direct Allocation</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>351-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.</td>
<td>$90,016</td>
<td>$ -</td>
<td>$90,016</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
</tr>
<tr>
<td>351-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.</td>
<td>$69,808</td>
<td>$ -</td>
<td>$69,808</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Direct Allocation &amp; Maintenance of Plant Supplies-Technology Related</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>Current HVAC system does not provide adequate ventilation and is beyond its serviceable life. Both ESSER II and ESSER III will be combined to fund the project.</td>
<td>$ 23,882</td>
<td>$ -</td>
<td>$ 23,882</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See response above. The recommended improvements will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance. Replacement and disposal of R-22 refrigerants will move systems to a safer refrigerant for the environment. Improved controls will allow the district to monitor CO2 and fresh air quantities to ensure proper quantities are controlled at all times. Allowable if CDC guidelines are met. Capital Improvement documentation required.
Applicant details

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

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

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

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

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

Application details

Full District Name                | Ellinwood Public Schools
District Number                  | 355
In our district of approximately 400 students, there has been a significant emotional and educational effect on staff and students. As a relatively homogenous district, there haven’t been any disproportionate impacts on any one subgroup. Instead, the effects have been experienced entirely across the district. Many students struggled with technology access/knowledge throughout the pandemic, particularly with aspects of remote learning. Teachers had to pivot completely to an entirely new paradigm. Trying to created structure and meaning was frustrating for all parties. It eventually reached the point where we had to eliminate our elective remote learning option, as it was simply creating too significant a learning loss for students (failing grades, lost credits, etc...) and too much of a hindrance to quality instruction for our teachers. Morale was extremely low, as exhibited by surveys and conversations.

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)
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. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Providing mental health services and supports. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
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)
6 of 7

(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: Ben Jacobs

Date: 10/29/2021

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>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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>355-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</td>
<td></td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>USD 355 will purchase device technology (laptops, iPads, and Chromebooks) to increase access and effectiveness of remote learning, when needed due to Covid illness or quarantine, particularly for those students that have limited access to such technology. Additional access to this technology will also assist students as they work to recover learning loss incurred in the pandemic.</td>
<td>$ 142,140</td>
<td>$ -</td>
<td>$ 142,140</td>
<td>$ -</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Please see additional email information for the cost breakdown of the technology purchase.</td>
</tr>
<tr>
<td>355-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 teachers will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 59,746</td>
<td>$ -</td>
<td>$ 59,746</td>
<td>$ -</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea. Per additional call with Supt 11-18-21, Primary objective of rows 16-23 is retention pay, but also recognizing that staff provided premium pay are performing duties beyond their typical duties. This includes additional cleaning protocols in classrooms, other parts of the buildings and busses; moving furniture to enact social distancing protocols; additional supervision as students are organized into smaller groups for instruction; in the library, additional book sanitation; janitorial and food service workers are changing filters more often, dealing with additional trash work to to disposable items; and teachers planning remote lessons for students in quarantine.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 Director of Library and Media Services will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 1,615</td>
<td>$ -</td>
<td>$ 1,615</td>
<td>$ -</td>
<td>$ 1,615</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 aides will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 19,377</td>
<td>$ -</td>
<td>$ 19,377</td>
<td>$ -</td>
<td>$ 19,377</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 Central Office staff will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 principals will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 3,230</td>
<td>$ -</td>
<td>$ 3,230</td>
<td>$ -</td>
<td>$ 3,230</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 secretaries will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>$ 8,074</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 355 custodians and food service staff will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$ 19,915</td>
<td>$ -</td>
<td>$ 19,915</td>
<td>$ -</td>
<td>$ 19,915</td>
<td>$ -</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>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>USD 355 bus drivers will be provided premium pay for the purposes of retaining highly qualified staff and fulfilling additional duties related to the COVID pandemic for the 21-22 school year.</td>
<td>$5,383</td>
<td>$ -</td>
<td>$ 5,383</td>
<td>$ -</td>
<td>-</td>
<td>07-4597-000-00-00</td>
<td>Per supt, full time employees will receive $1500 ea; part time employees $1000 ea</td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

USD 395

Applicant / Mailing Address

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

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

Bill Keeley

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

bjeekey@usd395.org

Applicant / Phone Number

785-222-2505

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

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

Application details

Full District Name

Unified School District No. 395
| District Number | 395 |
| Mailing Address | PO Box 778 |
| Mailing City | La Crosse |
| Mailing Address | Zip Code | 67548 |
| Authorized Representative of the District | Name | Helen Showalter |
| Authorized Representative of the District | Position or Title | Deputy Clerk |
| Authorized Representative of the District | Email Address | hshowalter@usd395.org |
| Authorized Representative of the District | Phone Number | +17852222505 |

Would you like to additional district representatives to the application? | No |

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

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

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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  | Helen Showalter
Date                  | 10/22/2021

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>Technological Allowable Use</th>
<th>Object Name</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>395-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technologically-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>We are purchasing 18 new Clear Touch boards to use in our classrooms to help us address learning loss that occurred over the past year. This technology will allow our teachers to spend more time engaging the students and will also allow for better social distancing. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning, as well as provides professional training for staff.</td>
<td>$59,857</td>
<td>$-</td>
<td>$59,857</td>
<td>$-</td>
<td>$-</td>
<td>28-000-1000-736</td>
</tr>
<tr>
<td>395-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be a new position and we are requesting funds to support the teacher’s salary for this area.</td>
<td>$47,000</td>
<td>$-</td>
<td>$47,000</td>
<td>$-</td>
<td>$-</td>
<td>28-000-1000-110</td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 410

Applicant / Mailing Address

416 S. Date Street
Hillsboro, KS 67063

Applicant / First and Last Name of Owner, CEO, or Executive Director | Max Heinrichs, Superintendent of Schools

Applicant / Email Address of Owner, CEO, or Executive Director | usd410.esser@usd410.net

Applicant / Phone Number | 620-947-3184

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

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

Application details

Full District Name | Durham-Hillsboro-Lehigh
Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | jerry.hinerman@usd410.net

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

Due to the COVID-19 pandemic, we incurred significant additional expenses with the necessary supplies to increase the frequency of cleaning and sanitizing classrooms and common, high-touch areas. For student and staff health and safety purposes, we also had to purchase supplies including thermometers, masks, hand sanitizer, and other items and equipment to help with personal protection. Examples include cleaning supplies, Plexiglas barriers, and staff time to distribute and assemble these items. Learning loss was evident with those whose families elected to use virtual learning as their mode of learning. Also, due to being in a hybrid learning model at the middle/high school we were not able to dive as deep into subject matter as we did in pre-COVID years. We did not miss a day of school, but we dealt with student, staff, and administration isolations and quarantines. Our at-risk population took a big hit in the area of learning loss. The social and emotional impact on students was evident all year as they felt an uncertainty of what could happen next. We did add a social worker (partners TASN & Prairie View) to each of our buildings to help us with student anxiety.

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

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

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

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 410 plans to use the ESSER II direct district allocation to fund a window replacement project in our Hillsboro Elementary School Building. Currently many of the windows in our HES building do not open or have been replaced with solid glass panes due to structural and window repairs over the years. While this is good for the heating and cooling of our HES building, we are missing out on the abundance of fresh air we can get into our buildings. This dilemma affects our ability to get fresh air into our buildings, which in turn causes the spread of the COVID 19 virus creating a safety issue for those who learn and work in our HES building. This project will include:

Elementary School Window Replacement:
The USD 410 ESSER II funding is $254,615, so we will need all the available ESSER II funding to fund our HE Window replacement project. We may use some of our ESSER III funds to complete this project if the bids go higher than expected.

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

Our goal for this project is to not only reduce the spread of COVID 19 in our Hillsboro Elementary School building but to also make it a better place to learn, work, play, and grow for students, faculty, staff, and administration there on a regular basis. It is a proven fact that the introduction of the proper amount of fresh air increases student learning. This will ultimately provide our people with a safer learning and working environment.

**Notes on ESSER II application Excel template:**

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

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

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

[Signature]
Max Heinrichs

Date
10/28/2021

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>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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>410-1-001-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Building Improvements</td>
<td>Construction Services (Outside Contractors)</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>$ 240,365</td>
<td>$ 240,365</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>47 E 4700 450 0100 000</td>
<td>Allowable if CDC guidelines are met. Per narrative: USD 410 plans to use the ESSER II direct district allocation to fund a window replacement project in our Hillsboro Elementary School Building. Currently many of the windows in our HES building do not open or have been replaced with solid glass panes due to structural and window repairs over the years. While this is good for the heating and cooling of our HES building, we are missing out on the abundance of fresh air we can get into our buildings. This dilemma affects our ability to get fresh air into our buildings, which in turn causes the spread of the COVID 19 virus creating a safety issue for those who learn and work in our HES building. This project will include: Elementary School Window Replacement:• 34 vents and 22 egress in windows $225,000-$250,000• Architectural fee $14,250 Total estimated cost $239,250 - $264,250 The USD 410 ESSER II funding is $254,615, so we will need all the available ESSER II funding to fund our HE Window replacement project. We may use some of our ESSER III funds to complete this project if the bids go higher than expected.</td>
</tr>
<tr>
<td>410-1-002-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Architecture and Engineering</td>
<td>Other Professional Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>$ 14,250</td>
<td>$ 14,250</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>47 E 4300 340 0000 000</td>
<td>Allowable if CDC guidelines are met. Per narrative, see line above.</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  |  Lansing

Applicant / Mailing Address

200 East Mary
Lansing, KS 66043

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  dan.wessel@usd469.net

Applicant / Phone Number  |  9137271100

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

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

Application details

Full District Name  |  Lansing

District Number  |  469
Mailing Address | Street Address  | 200 East Mary
Mailing Address | City            | Lansing
Mailing Address | Zip Code        | 66043
Authorized Representative of the District | Name        | Daniel Wessel
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | dan.wessel@usd469.net
Authorized Representative of the District | Phone Number | +19137271100
Would you like to additional district representatives to the application?  | No

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

We have seen the learning loss throughout our Fastbridge testing for all students in the Fall screening period of 2021. USD469 has also seen an increase in staff retirement and burnout through this time.

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

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

We will spend the rest of our ESSER 1 dollars on additional after school opportunities for our students.

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


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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We propose to use our ESSER II funds to provide premium pay for retention of our staff. We have seen an increase in staff leaving our district due to the increase expectations and stress caused through the pandemic. We will also purchase equipment for our teachers to be able to provide additional video learning opportunities for our students and families.

Additionally, we will provide additional learning opportunities through our service center to provide high quality professional development for our leaders. Being able to increase our capacity as we attack learning loss is an important step for our district.

We also will re-institute a summer school option for our students that we removed 6 years ago.

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

We will track our retention of staff from year to year. Additionally, we will use FastBridge to assess our student learning from year to year, with special note of our summer school students.

Notes on ESSER II application Excel template:
• Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

• 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.

ESSERII-ApplicationTemplate (152 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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 | Daniel J. Wessel
Date | 11/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>469-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>The expenditures will be used to provide premium pay for retention of staff throughout the pandemic. We will provide retention pay for staff to maintain current staffing numbers throughout our district. This will be for all staff and paid at the end of first semester for those that are employed during the first semester of Fall 2021 and paid at the end of the Spring Semester 2022</td>
<td>$225,000</td>
<td>$225,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44 E 1000 110 0000 000</td>
<td>225 staff – 500 per semester for a total of $100 per year</td>
<td></td>
</tr>
<tr>
<td>469-1-001-20211214</td>
<td>Eligible</td>
<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>The expenditures will be used to provide premium pay for retention of staff throughout the pandemic. We will provide retention pay for staff to maintain current staffing numbers throughout our district. This will be for all staff and paid at the end of first semester for those that are employed during the first semester of Fall 2021 and paid at the end of the Spring Semester 2022</td>
<td>$200,000</td>
<td>$200,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44 E 1004 120 0000 000</td>
<td>200 staff – 500 per semester for a total of $100 per year</td>
<td></td>
</tr>
<tr>
<td>469-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computer Hardware and 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>Upgrade Laptop computers for teaching staff to be able to support current expectations for lessons and video.</td>
<td>$204,000</td>
<td>$104,000</td>
<td>$100,000</td>
<td>-</td>
<td>-</td>
<td>44 E 1000 700 0000 000</td>
<td>Upgrading to an Apple MacBook Air with a Mosyle Management Software. Ordering 200 devices for 1020.0</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Professional Employee Training and Development Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Signed up for SIS services through Greenbush after having not had it for the last three years to help with our implementation of new programming for COVID loss.</td>
<td>$ 58,812</td>
<td>$ -</td>
<td>$ 18,812</td>
<td>$ 20,000</td>
<td>$ 20,000</td>
<td>44 E 2213 330 0000 000</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide summer school opportunities for students in need.</td>
<td>$ 90,000</td>
<td>$ -</td>
<td>$ 30,000</td>
<td>$ 30,000</td>
<td>$ 30,000</td>
<td>44 E 1000 110 0000 000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated: 6 teachers Per Year at Lower Grades, 4 at Secondary Level. 60 students at Elementary level per year, 75 students per year at Secondary.
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  USD No. 494

Applicant / Mailing Address
- PO Box 1187
- Syracuse, KS 67878

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Sami Smith
Applicant / Email Address of Owner, CEO, or Executive Director  |  ssmith@usd494.net
Applicant / Phone Number  |  6203847872

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

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

Applicant / Federal EIN (if applicable)  |  48-0721400

Application details

Full District Name  |  Syracuse School District
USD 494 was able to complete the 2020-21 school year with face to face learning for the entire school year. Throughout the year classrooms and grade levels did face quarantine challenges where the district had to offer remote learning. District administration has made the decision to allocate the funds for regaining academic time and learning loss due to COVID. Evaluation of learning loss continues to be the focus of administration. With the focus on various academic testing scores.

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

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 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. In addition summer school will be offered to students PreK through 12th.

After consideration of many data points USD 494 Board of Education has decided to use part of the funds on "inspection, testing, maintenance, repairs, replacement and upgrade projects to improve the indoor air quality in school facilities".

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

USD 494 will monitor student progress in those participating in the extra academic opportunities to make sure they are improving in that area. We will look closely at students who are exceptionally in need of extra academic support to see if their learning gap has begun to close.

In an attempt to meet or exceed the AMERICAN SOCIETY OF HEATING REFRIGERATION ENGINEERS (ASHRE) standards of indoor quality, it will only assist students and staff with a better, cleaner, healthier learning environment. It is the hope of USD 494 that better quality air will help to keep all students and staff in school more often.
Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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 | Samantha S Smith
Date | 11/08/2021

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 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>494-1-001-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Personal Services - Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teachers pay for summer school</td>
<td>$36,000</td>
<td>-</td>
<td>$18,000</td>
<td>18,000</td>
<td>-</td>
<td>-</td>
<td>39-5-1000-100-03</td>
<td>Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. In addition summer school will be offered to students PreK through 12th. Per applicant, 11 certified staff teaching summer school 5 hours per day for 3 weeks for approximately 75-100 students. In addition to the certified staff we will have 5 paraprofessionals assisting.</td>
<td></td>
</tr>
<tr>
<td>494-1-002-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Personal Services - Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Paraprofessionals pay for summer pay</td>
<td>$11,000</td>
<td>-</td>
<td>$5,500</td>
<td>5,500</td>
<td>-</td>
<td>-</td>
<td>39-5-1000-100-03</td>
<td>See Row 1</td>
<td></td>
</tr>
<tr>
<td>494-1-003-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Food Services Operations Supplies &amp; Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>We will provide meals for the students in after school programs</td>
<td>$10,000</td>
<td>-</td>
<td>$5,000</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>39-5-3100-600-00</td>
<td>Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID.</td>
<td></td>
</tr>
<tr>
<td>494-1-004-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies needed for summer school</td>
<td>$15,000</td>
<td>-</td>
<td>$7,500</td>
<td>7,500</td>
<td>-</td>
<td>-</td>
<td>39-5-1000-600-01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>494-1-005-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Personal Services - Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Addressing learning loss among students due to COVID 19</td>
<td>$37,287</td>
<td>-</td>
<td>$24,500</td>
<td>12,787</td>
<td>-</td>
<td>-</td>
<td>39-5-1000-100-01</td>
<td>Per narrative, USD 494 will allocate ESSER II funds to new after school programs, specific to math and reading to develop and bridge the gap due to COVID. Per applicant, 9 certified teachers, 2 paras for 75 students twice a week for 20 weeks - Phonics Club. After school phonics club utilizing pathways to reading curriculum.</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Personal Services - Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Addressing learning loss among students due to COVID 19</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>39-5-2200-100-00</td>
<td>See Row 5</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>494-1-006-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Supplies for personal protection and sanitation for the staff and students</td>
<td>$75,000</td>
<td>$ -</td>
<td>$75,000</td>
<td>$ -</td>
<td>39-5-2600-600-00</td>
<td>Per applicant, We will continue to purchase the additional cleaning supplies, hand sanitizer and towels. In addition to the water bottle stations we installed last year we would like to add a few more in necessary places. We would like to purchase more Pro-T Backpack Vacuums for the custodial staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>494-1-007-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Social Work Services</td>
<td>Purchase Professio nal &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Providing support to staff to help with social emotional needs</td>
<td>$25,000</td>
<td>$ -</td>
<td>$25,000</td>
<td>$ -</td>
<td>39-5-2113-300-00</td>
<td>Per applicant, We will have on going consultant fees to provide staff support so they know how to correctly support, recognize and handle situations and the emotional needs our students may have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>494-1-008-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Site Improvement</td>
<td>Construction Services (Outside Contractors)</td>
<td>10. Providing mental health services and supports</td>
<td>To provide quality air for the health of our staff and students.</td>
<td>$350,000</td>
<td>$ -</td>
<td>$350,000</td>
<td>$ -</td>
<td>39-5-4600-000-00</td>
<td>Per applicant, Due to construction cut in a 2014 bond issue, HVAC equipment was removed from the major facility and this will allow us to bring back the original design of equipment. We built a gym and the systems are installed however there isn't any duct work to certain portions of the building. Therefore, we will have the duct work installed with electricity to the weight room, the locker rooms, and throughout the building. The building is not adjacent to any other of our buildings. It holds a gymnasium, weight room, walking path, concession stand and area, 6 locker rooms, 3 offices and storage rooms. The $350,000 covers the duct work, electrical, gas. It does not cover the unit. Per conversation with applicant, the electricity and gas are directly related to the HVAC. Allowable if CDC guidelines are met. Capital improvements documentation required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>Pawnee Heights USD 496</td>
</tr>
</tbody>
</table>
| Applicant / Mailing Address | PO Box 98  
Rozel KS 67574 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Brian Spencer |
| Applicant / Email Address of Owner, CEO, or Executive Director | brianspencer@phtigers.net |
| Applicant / Phone Number | 7852140243 |

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

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

<table>
<thead>
<tr>
<th>Applicant / Federal EIN (if applicable)</th>
<th>480724834</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Website Address (if applicable)</td>
<td>phtigers.net</td>
</tr>
</tbody>
</table>
USD 496 Pawnee Heights was forced to move all education to remote learning in the Spring of 2020 and at various times during the 2020-2021 School year. There were also students who attended the entire 2020-2021 year remotely. Fortunately, we have been able to remain open and offering in-person school during the 2021-2022 year. Offering remote learning required significantly more planning, technology and training for staff and students, and although the effort was there, the negative impact on students and staff was also significant.

Many courses required new curriculum enhancements as well as increased technology demands to present lessons remotely. Preliminary testing data from the fall of 2021 identify 40% of students are behind grade level expectations in reading and math, much of this could easily be attributed to remote learning and other pandemic issues. Fifty percent of our student population meet the low SES status to be identified as At-Risk, but the reality is the percentage is greater. All students eat free this year whether they completed the Household Economic Survey form or not. The official 50% number is calculated using the surveys completed.

Beyond the issues already listed are significant physical plant issues. Increased cleaning and disinfecting require additional staffing. New cleaning supplies and methods were adopted and continue to be employed. Additional space to allow for social distancing, especially in “common spaces” such as the cafeteria were required, but that meant repurposing space that had previously been used for educational enrichment or support. More space is needed!
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

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


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.

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.
Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

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

Learning Loss and further student academic assessment will be addressed by Implementing a Multi-tiered Interventions program using Fastbridge as our universal screener. Summer school and other learning opportunities will be available over the next two years. This will increase teacher demands and will require additional salary.

Technology related issues will be addressed by purchasing newer, higher functioning machines and peripherals.

Continuing to more fully clean and sanitize the building will be addressed through hiring additional staff.

The quest for more space will require architect and engineering services to guide the district through remodeling existing and newly acquired space. Air quality issues will also require engineering services as well as purchasing and installing new equipment.

Additionally, more administrative time for someone to develop, facilitate, monitor, and oversee the implementation and maintenance of these COVID Initiatives may be required. (A Covid Response Coordinator)

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

The most important aspect of these COVID initiatives is reducing and ultimately eliminating learning gaps created during the pandemic, and keeping students and staff healthy. We will monitor and assess the impact of our academic Interventions plan through implementing Fastbridge with fidelity across the student population. We will desegregate the data by the appropriate demographic groups in the district. Low SES students will be a priority in the process, but all students will be served. The goal would be for all students to be achieving grade level expectations within the next three years. Fewer absences will indicate the success of the increased cleaning and disinfecting throughout the facilities as well as improved air quality.

Less crowding and a more “relaxed” feeding process with fewer time restraints as well as an increase in space for academic enrichment and support will reveal the impact of the quest for more space.

Notes on ESSER II application Excel template:

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**
Throughout the period of the grant award, the LEA will comply with all requirements of:

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

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

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

(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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

| Brian Spencer |

Date

| 10/13/2021 |
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditure ($)</th>
<th>Total Expenditure 2021 ($)</th>
<th>Total Expenditure 2022 ($)</th>
<th>Total Expenditure 2023 ($)</th>
<th>Total Expenditure 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>496-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Up to $10,000 for increased administrative time and training to implement the district response efforts.</td>
<td>$5,000</td>
<td>$-</td>
<td>$5,000</td>
<td>$-</td>
<td>$-</td>
<td>92</td>
<td>Applicant responded via email: I am a part time superintendent. I am contracted to be in the district two days a week. We were not anticipating the additional workload of a large scale COVID Response when the board and I agreed on the terms of the contract. This would be for time spent working on COVID that can’t be completed during my regular contracted time.</td>
</tr>
<tr>
<td>496-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Part time Custodial staff whose priority is cleaning and disinfecting high traffic areas and “touch points”</td>
<td>$15,000</td>
<td>$-</td>
<td>$15,000</td>
<td>$-</td>
<td>$-</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>496-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<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>New student devices as well as webcams, document cameras, speakers etc. to allow for better delivery of instruction.</td>
<td>$10,000</td>
<td>$-</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>92</td>
<td>Relate to COVID-19; Applicant responded via email: 30 student machines, cases and licensing for those machines would allow all students in the district to have machines capable of processing two way audio and video streaming if it is ever necessary to go back to remote learning.</td>
</tr>
<tr>
<td>496-1-004-20211214</td>
<td>Eligible</td>
<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>Purchase of Fastbridge as our Universal Screener for our newly developed and implemented Tiered System of Support. This allows us to identify, address, and monitor learning loss associated with COVID issues.</td>
<td>$10,000</td>
<td>$-</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>
| Eligible Direct Allocation | Operation & Maintenance of Plant Repairs and Maintenance Services | Eligible Direct Allocation | Operation & Maintenance of Plant Property | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Research and development of a plan to develop more space to allow social distancing and better air quality for students and staff. Preliminary costs would be for Architecture fees and purchase of a local facility available for expansion. | $16,364 | $ - | $16,364 | $ - | $ - | $92 | Applicant responded via email: We are in negotiations with the local Church Conference to purchase the building. We will submit our first “official” offer to purchase the Church this week. Obviously, we don't know if they will accept that initial offer. The budget amount will not cover purchasing the building and the fees associated with the architects and engineers that will be involved if we are successful in purchasing the much needed space to allow us to more effectively social distance to mitigate COVID-19 spread.

| Eligible Direct Allocation | Operation & Maintenance of Plant Property | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | Tight spaces in older buildings with radiant heat and non-circulating cooling systems create air quality issues for everyone in the building. COVID is easily transmitted in such situations, but is mitigated by cleaner, filtered air. Updating and installing new systems are imperative to creating better air quality for everyone in the buildings. | $10,000 | $10,000 | $ - | $ - | $ - | $92 | Is this a reimbursement (completed)?; Applicant responded via email: This should have been for the FY 22. We have not selected the specific systems to be installed in the facilities at this point. If we are able to proceed with the master plan to spread the students into another facility to mitigate social distancing issues, we will address air quality in that building first. That will require different equipment than what is needed to address the issues in our current setting for all students. We have Capital Outlay money as well as Contingency Reserve funds available to address this issue. We are also prepared to enter into a Lease/Purchase Agreement if we are able to secure the building and address the COVID issues in a much more effective way. |
## ESSER II Change Request Overview and Table of Contents

<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 Previously Eligible</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)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>108</td>
<td>Washington Co. Schools</td>
<td>365</td>
<td>53%</td>
<td>$259,823</td>
<td>$259,823</td>
<td>$259,823</td>
<td>$259,823</td>
<td>100%</td>
<td>$259,823</td>
</tr>
<tr>
<td>2</td>
<td>109</td>
<td>Republic County</td>
<td>481</td>
<td>50%</td>
<td>$321,806</td>
<td>$321,806</td>
<td>$321,806</td>
<td>$321,806</td>
<td>100%</td>
<td>$321,806</td>
</tr>
<tr>
<td>3</td>
<td>211</td>
<td>Norton Community Schools</td>
<td>620</td>
<td>42%</td>
<td>$439,659</td>
<td>$378,794</td>
<td>$378,794</td>
<td>$378,794</td>
<td>100%</td>
<td>$378,794</td>
</tr>
<tr>
<td>4</td>
<td>212</td>
<td>Northern Valley</td>
<td>122</td>
<td>47%</td>
<td>$109,475</td>
<td>$109,475</td>
<td>$109,475</td>
<td>$109,475</td>
<td>100%</td>
<td>$109,475</td>
</tr>
<tr>
<td>5</td>
<td>234</td>
<td>Fort Scott</td>
<td>1,737</td>
<td>58%</td>
<td>$1,815,622</td>
<td>$1,815,622</td>
<td>$1,815,622</td>
<td>$1,815,622</td>
<td>100%</td>
<td>$1,815,622</td>
</tr>
<tr>
<td>6</td>
<td>253</td>
<td>Emporia</td>
<td>4,187</td>
<td>58%</td>
<td>$2,757,581</td>
<td>$2,757,581</td>
<td>$2,757,581</td>
<td>$2,757,581</td>
<td>100%</td>
<td>$2,757,581</td>
</tr>
<tr>
<td>7</td>
<td>259</td>
<td>Wichita</td>
<td>45,158</td>
<td>77%</td>
<td>$75,503,105</td>
<td>$58,139,604</td>
<td>$43,589,144</td>
<td>$43,589,144</td>
<td>100%</td>
<td>$43,589,144</td>
</tr>
<tr>
<td>8</td>
<td>281</td>
<td>Graham County</td>
<td>388</td>
<td>57%</td>
<td>$263,016</td>
<td>$263,016</td>
<td>$263,016</td>
<td>$263,016</td>
<td>100%</td>
<td>$263,016</td>
</tr>
<tr>
<td>9</td>
<td>288</td>
<td>Central Heights</td>
<td>482</td>
<td>49%</td>
<td>$343,315</td>
<td>$343,315</td>
<td>$343,315</td>
<td>$343,315</td>
<td>100%</td>
<td>$343,315</td>
</tr>
<tr>
<td>10</td>
<td>299</td>
<td>Sylvan Grove</td>
<td>231.70</td>
<td>48%</td>
<td>$182,405</td>
<td>$182,405</td>
<td>$106,583</td>
<td>$106,583</td>
<td>100%</td>
<td>$106,583</td>
</tr>
<tr>
<td>11</td>
<td>309</td>
<td>Nickerson</td>
<td>1,030.70</td>
<td>51%</td>
<td>$723,530</td>
<td>$723,530</td>
<td>$723,530</td>
<td>$723,530</td>
<td>100%</td>
<td>$723,530</td>
</tr>
<tr>
<td>12</td>
<td>323</td>
<td>Rock Creek</td>
<td>1,161.00</td>
<td>23%</td>
<td>$348,713</td>
<td>$348,713</td>
<td>$348,713</td>
<td>$348,713</td>
<td>100%</td>
<td>$348,713</td>
</tr>
<tr>
<td>13</td>
<td>358</td>
<td>Oxford</td>
<td>324.20</td>
<td>40%</td>
<td>$176,452</td>
<td>$176,452</td>
<td>$176,452</td>
<td>$176,452</td>
<td>100%</td>
<td>$176,452</td>
</tr>
<tr>
<td>14</td>
<td>374</td>
<td>Sublette</td>
<td>376.60</td>
<td>70%</td>
<td>$295,197</td>
<td>$276,896</td>
<td>$276,896</td>
<td>$276,896</td>
<td>100%</td>
<td>$276,896</td>
</tr>
<tr>
<td>15</td>
<td>385</td>
<td>Andover</td>
<td>4,915.90</td>
<td>8%</td>
<td>$1,474,843</td>
<td>$1,474,843</td>
<td>$1,474,843</td>
<td>$1,474,843</td>
<td>100%</td>
<td>$1,474,843</td>
</tr>
<tr>
<td>16</td>
<td>426</td>
<td>Pike Valley</td>
<td>201.50</td>
<td>49%</td>
<td>$130,463</td>
<td>$130,463</td>
<td>$130,463</td>
<td>$130,463</td>
<td>100%</td>
<td>$130,463</td>
</tr>
<tr>
<td>17</td>
<td>430</td>
<td>South Brown County</td>
<td>464.70</td>
<td>59%</td>
<td>$593,626</td>
<td>$593,626</td>
<td>$593,626</td>
<td>$593,626</td>
<td>100%</td>
<td>$593,626</td>
</tr>
<tr>
<td>18</td>
<td>446</td>
<td>Independence</td>
<td>1,898.00</td>
<td>65%</td>
<td>$2,749,717</td>
<td>$2,749,717</td>
<td>$2,749,717</td>
<td>$2,749,717</td>
<td>100%</td>
<td>$2,749,717</td>
</tr>
<tr>
<td>19</td>
<td>452</td>
<td>Stanton County</td>
<td>429.00</td>
<td>60%</td>
<td>$358,777</td>
<td>$358,777</td>
<td>$358,777</td>
<td>$358,777</td>
<td>100%</td>
<td>$358,777</td>
</tr>
<tr>
<td>20</td>
<td>456</td>
<td>Marais Des Cygnes Valley</td>
<td>208.50</td>
<td>57%</td>
<td>$198,957</td>
<td>$198,872</td>
<td>$198,872</td>
<td>$198,872</td>
<td>100%</td>
<td>$198,872</td>
</tr>
<tr>
<td>21</td>
<td>458</td>
<td>Basehor-Linwood</td>
<td>2,432.40</td>
<td>12%</td>
<td>$729,150</td>
<td>$360,682</td>
<td>$360,682</td>
<td>$360,682</td>
<td>100%</td>
<td>$360,682</td>
</tr>
<tr>
<td>22</td>
<td>470</td>
<td>Arkansas City</td>
<td>2,674.00</td>
<td>68%</td>
<td>$2,531,321</td>
<td>$2,531,321</td>
<td>$2,531,321</td>
<td>$2,531,321</td>
<td>100%</td>
<td>$2,531,321</td>
</tr>
<tr>
<td>23</td>
<td>475</td>
<td>Geary County Schools</td>
<td>7,205.70</td>
<td>50%</td>
<td>$6,117,590</td>
<td>$6,117,590</td>
<td>$6,117,590</td>
<td>$6,117,590</td>
<td>100%</td>
<td>$6,117,590</td>
</tr>
<tr>
<td>24</td>
<td>483</td>
<td>Kiernan-Plains</td>
<td>591.75</td>
<td>75%</td>
<td>$589,038</td>
<td>$589,038</td>
<td>$589,038</td>
<td>$589,038</td>
<td>100%</td>
<td>$589,038</td>
</tr>
<tr>
<td>25</td>
<td>489</td>
<td>Hays</td>
<td>3,081.10</td>
<td>38%</td>
<td>$1,635,951</td>
<td>$1,635,951</td>
<td>$1,635,951</td>
<td>$1,635,951</td>
<td>100%</td>
<td>$1,635,951</td>
</tr>
<tr>
<td>26</td>
<td>500</td>
<td>Kansas City</td>
<td>21,058.10</td>
<td>88%</td>
<td>$36,708,777</td>
<td>$36,708,777</td>
<td>$36,708,777</td>
<td>$36,708,777</td>
<td>100%</td>
<td>$36,708,777</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>101,823</strong></td>
<td><strong>66%</strong></td>
<td><strong>137,357,909</strong></td>
<td><strong>119,546,688</strong></td>
<td><strong>104,938,707</strong></td>
<td><strong>$104,920,406</strong></td>
<td><strong>100%</strong></td>
<td><strong>$1,030</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 counted 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 108 Washington County Schools

Applicant / Mailing Address

| 101 W College St, Washington, KS 66968

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Denise O'Dea

Applicant / Email Address of Owner, CEO, or Executive Director  |  dodea@usd108.org

Applicant / Phone Number  |  7853252261

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

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

Applicant / Federal EIN (if applicable)  |  841706730

Fiscal Agent / Name (if applicable)  |  Amy Anderson

Fiscal Agent / Email (if applicable)  |  aanderson@usd108.org

Fiscal Agent / Mailing Address (if applicable)

| 101 W College St, Washington, KS 66968
Application details

Full District Name | Washington County Schools
District Number | 108
Mailing Address | 101 W College St
Mailing City | Washington
Mailing Address | Zip Code | 66968
Authorized Representative of the District | Name | Denise O'Dea
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | dodea@usd108.org
Authorized Representative of the District | Phone Number | +17853252261
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | aanderson@usd108.org

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

Covid has impacted all learners in the district. On our winter Fastbridge assessments 55% of all students were categorized as either some at-risk or high at-risk in either reading or math, or both. The 10% of our students classified as ELL were disproportionately impacted by an interruption in school services. Over 90% of these students are classified as some or high risk on Fastbridge reading and math assessments. In addition, about 75% of our ELL families lack internet connection in their homes, so remote learning can be a challenge. Research tells us these students need both summer remediation and enrichment programs.
Our at-risk student population is around 60%, depending on the situation putting them at-risk. These students also fell further behind over last March-May and the summer months of 2020. Over 55% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students need both summer remediation and enrichment programs.
Covid also made us acutely aware of the social-emotional needs of students and families in poverty. These students suffered from a lack of connection to caring adults and these families lack the ability to access community resources that are available to support them.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

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


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.

- Premium pay for staff due to increased duties; June 2022 summer school and ELL summer school to address learning loss due to the pandemic; books for book-study to assist staff in dealing with social-emotional needs of students due to the pandemic; water bottles and welding helmets for individual student use to prevent cross contamination; water fountain spout covers to prevent cross contamination; HVAC unit for weightroom to improve ventilation and air flow; custodial assistant wages to sanitize individual student water bottles daily; nurse overtime wages for student and staff testing, contact tracing, and reporting in cooperation with local health department; floor machine to disinfect cafeteria daily between students to prevent cross contamination; air purifier for nurse's office/testing station to prevent cross contamination; air purifiers for classrooms not adequately ventilated through HVAC system to prevent cross contamination; portable backpack sprayer to sanitize classrooms to prevent cross contamination.

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

- To determine impact, we will analyze fall 21 FastBridge data to assess if our program reduced summer learning loss in reading and math. We will also survey students and parents who were served in summer school to determine their level of satisfaction. Lastly, we will ask teachers to keep learning logs on students to document their progress.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

(a) A State and a subgrantee shall comply with the following statutes and regulations:
Discrimination on the basis of 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 §76.732 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature | Denise O'Dea

Date | 11/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>108-1-001-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills.</td>
<td>$7,045</td>
<td>$-</td>
<td>$7,045</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>22-230-1000-110</td>
</tr>
<tr>
<td>108-1-002-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - Employer's Social Security Contribution</td>
<td>$437</td>
<td>$-</td>
<td>$437</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>22-230-1000-220</td>
</tr>
<tr>
<td>108-1-003-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional</td>
<td>Medicare - Employer's Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - Employer's Medicare Contribution</td>
<td>$102</td>
<td>$-</td>
<td>$102</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>22-230-1000-221</td>
</tr>
<tr>
<td>108-1-004-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - State Unemployment Contribution</td>
<td>$7</td>
<td>$-</td>
<td>$7</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>22-230-1000-250</td>
</tr>
<tr>
<td>108-1-005-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructional</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students</td>
<td>$932</td>
<td>$-</td>
<td>$932</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>22-230-2200-120</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - Employer's Social Security Contribution</td>
<td>$</td>
<td>-</td>
<td>$58</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-220</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>$</td>
<td>-</td>
<td>$14</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-221</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Medicare - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - Employer's Medicare Contribution</td>
<td>$</td>
<td>-</td>
<td>$1</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-250</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - State Unemployment Contribution</td>
<td>$</td>
<td>-</td>
<td>$44,675</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-120</td>
<td>Change Request- Was approved for $41,410.60 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time.</td>
<td>$</td>
<td>-</td>
<td>$44,675</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-120</td>
<td>Change Request- Was approved for $2,567.46 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - Employer Social Security contributions</td>
<td>$</td>
<td>-</td>
<td>$2,770</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-220</td>
<td>Change Request- Was approved for $2,567.46 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - Employer Medicare contributions</td>
<td>$</td>
<td>-</td>
<td>$648</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-221</td>
<td>Change Request- Was approved for $600.45 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instructi on</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Change request - Student Support Services salary to help students who are falling behind or at-risk due to lost school time - State Unemployment</td>
<td>$</td>
<td>-</td>
<td>$45</td>
<td>-</td>
<td>-</td>
<td>22-230-2200-250</td>
<td>Change Request- Was approved for $41.41 in SFY 2022</td>
<td></td>
</tr>
<tr>
<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>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes.</td>
<td>$25,668</td>
<td>$-</td>
<td>$25,668</td>
<td>$-</td>
<td>$-</td>
<td>22-210-1000-110</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></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>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Social Security Contributions</td>
<td>$1,591</td>
<td>$-</td>
<td>$1,591</td>
<td>$-</td>
<td>$-</td>
<td>22-210-1000-220</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Medicare Contributions</td>
<td>$372</td>
<td>$-</td>
<td>$372</td>
<td>$-</td>
<td>$-</td>
<td>22-210-1000-221</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Secondary At-Risk teacher to develop learning goals and plans for students who are failing one or more classes. State Unemployment Contributions</td>
<td>$26</td>
<td>$-</td>
<td>$26</td>
<td>$-</td>
<td>$-</td>
<td>22-210-1000-250</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employee Insurance Benefits</td>
<td>$9,011</td>
<td>$-</td>
<td>$9,011</td>
<td>$-</td>
<td>$-</td>
<td>22-210-1000-210</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<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>Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.</td>
<td>$8,792</td>
<td>$8,792</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>22-230-1000-110</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Social Security Contributions</td>
<td>$545</td>
<td>$545</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>22-230-1000-220</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Medicare Contributions</td>
<td>$127</td>
<td>$127</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>22-230-1000-221</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Amount</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-021-20211214</td>
<td>Eligible Direct Instruction</td>
<td>$9</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Employee Benefits</td>
<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>
<tr>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$9</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - State Unemployment Contributions</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-022-20211214</td>
<td>Eligible Direct Instruction</td>
<td>$318</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchased Professional &amp; Technical Services</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EdTech Academy consortium fees to further staff development</td>
<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>
<tr>
<td>108-1-023-20211214</td>
<td>Eligible Direct Instruction</td>
<td>$282</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchased Professional &amp; Technical Services</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EdTech Academy consortium fees to further staff development</td>
<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>
<tr>
<td>108-1-024-20211214</td>
<td>Eligible Direct Instruction</td>
<td>$3,104</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchased Professional &amp; Technical Services</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>$ -</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Improvement Services consortium fees to further staff development</td>
<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>

Approved at 6/9/2021 State Board Meeting
<p>| Eligible Direct Allocation | Instruction Purchased Professional &amp; Technical Services | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements | School Improvement Services consortium fees to further staff development | $3,951 | $ - | $3,951 | $ - | $ - | $22-230-1000-300 | Approved at 6/9/2021 State Board Meeting |
| Eligible Direct Allocation | Instruction Purchased Professional &amp; Technical Services | 3. Providing principals and other school leaders with resources to address individual school needs | Administrative Services consortium fees to further staff development | $594 | $ - | $594 | $ - | $ - | $22-210-1000-300 | Approved at 6/9/2021 State Board Meeting |
| Eligible Direct Allocation | Instruction Purchased Professional &amp; Technical Services | 3. Providing principals and other school leaders with resources to address individual school needs | Administrative Services consortium fees to further staff development | $756 | $ - | $756 | $ - | $ - | $22-230-1000-300 | Approved at 6/9/2021 State Board Meeting |
| Eligible Direct Allocation | Instruction Purchased Professional &amp; Technical Services | 10. Providing mental health services and supports | Crisis Prevention &amp; Response Services consortium fees to further staff development | $2,100 | $ - | $2,100 | $ - | $ - | $22-210-1000-300 | Approved at 6/9/2021 State Board Meeting |
| Eligible Direct Allocation | Instruction General Supplies and Materials (includes computer software) | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | New item - water bottles for student use to prevent cross contamination | $1,112 | $ - | $1,112 | $ - | $ - | $22-210-1000-610 | New Line Item |
| Eligible Direct Allocation | Instruction Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination | $1,758 | $ - | $1,758 | $ - | $ - | $22-230-2600-120 | New Line Item |</p>
<table>
<thead>
<tr>
<th>ID</th>
<th>Eligible Direct Allocation</th>
<th>Description</th>
<th>Amount</th>
<th>State</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>108-1-031-20211214</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>$109</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Social Security Contributions</td>
<td>New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - Employer Social Security contributions</td>
<td></td>
<td></td>
<td>22-230-2600-220</td>
</tr>
<tr>
<td>108-1-032-20211214</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>$25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Medicare - Employer's Contribution</td>
<td>New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - Employer Medicare contributions</td>
<td></td>
<td></td>
<td>22-230-2600-221</td>
</tr>
<tr>
<td>108-1-033-20211214</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>$2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Other Employee Benefits</td>
<td>New item - Custodial Assistant wages to sanitize individual student water bottles daily to prevent cross contamination - State Unemployment Contributions</td>
<td></td>
<td></td>
<td>22-230-2600-250</td>
</tr>
<tr>
<td>108-1-034-20211214</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>$3,254</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Regular Non-Certified Salaries</td>
<td>New item - School nurse overtime wages for October for student &amp; staff testing, contact tracing, and reporting in cooperation with local health department</td>
<td></td>
<td></td>
<td>22-210-2130-120</td>
</tr>
<tr>
<td>108-1-035-20211214</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>$198</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Social Security Contributions</td>
<td>New item - School nurse overtime wages for October for student &amp; staff testing, contact tracing, and reporting in cooperation with local health department - Employer Social Security Contributions</td>
<td></td>
<td></td>
<td>22-210-2130-220</td>
</tr>
<tr>
<td>108-1-036-20211214</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>$46</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Medicare - Employer's Contribution</td>
<td>New item - School nurse overtime wages for October for student &amp; staff testing, contact tracing, and reporting in cooperation with local health department - Employer Medicare Contributions</td>
<td></td>
<td></td>
<td>22-210-2130-221</td>
</tr>
<tr>
<td>108-1-037-20211214</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>$3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Other Employee Benefits</td>
<td>New item - School nurse overtime wages for October for student &amp; staff testing, contact tracing, and reporting in cooperation with local health department - State Unemployment Contributions</td>
<td></td>
<td></td>
<td>22-210-2130-250</td>
</tr>
<tr>
<td>Document No</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New item - Large floor machine for disinfecting cafeteria daily to prevent cross contamination</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>108-1-039-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New item - air purifier for nurse’s office/student &amp; staff testing station</td>
</tr>
<tr>
<td>108-1-040-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New item - Air purifiers for classrooms and common areas not adequately ventilated by HVAC system to prevent cross contamination</td>
</tr>
<tr>
<td>108-1-041-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New item - portable backpack sprayer for classrooms to prevent cross contamination</td>
</tr>
<tr>
<td>108-1-042-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on &amp; Maintenance of Plant</td>
<td>Instructi on &amp; Maintenance of Plant</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>108-1-043-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Social Security Contributions</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>Eligible Direct Allocation</td>
<td>Eligible Direct Allocation</td>
<td>Eligible Direct Allocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicare - Employer's Contribution</td>
<td>Other Employee Benefits</td>
<td>Social Security Contributions</td>
<td>Employer Medicare Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$389</td>
<td>$27</td>
<td>$800</td>
<td>$50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New item-premium pay for certified staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions</td>
<td>New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer Social Security Contributions</td>
<td>New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer Medicare Contributions</td>
<td>New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer Social Security Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Services</td>
<td>Health Services - Instructi</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for school nurse wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to testing, monitoring, and reporting illness due to COVID-19 pandemic - Employer State Unemployment Contributions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Services</td>
<td>Support Services - Instructi</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>New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Services</td>
<td>Support Services - Instructi</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Services</td>
<td>Support Services - Instructi</td>
<td>Medicare - Employer's Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Services</td>
<td>Support Services - Instructi</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for paraprofessional staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>School Library Services</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>New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic</td>
<td>$800</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>School Library Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Social Security Contributions</td>
<td>$50</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>School Library Services</td>
<td>Medicare - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions</td>
<td>$12</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>School Library Services</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for library staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions</td>
<td>$1</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for administration staff wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic</td>
<td>$800</td>
</tr>
<tr>
<td>Budget Code</td>
<td>Eligible</td>
<td>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>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>108-1-059-20211214</td>
<td>Eligible</td>
<td>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>
</tr>
<tr>
<td>108-1-060-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Medicare - Employer's Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>108-1-061-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>108-1-062-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</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>108-1-063-20211214</td>
<td>Eligible</td>
<td>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>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Medicare - Employer’s Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - Employer Medicare Contributions</td>
<td>$ 23</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for administration wages for anticipated and increased job-related activities that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss due to COVID-19 pandemic - State Unemployment Contributions</td>
<td>$ 2</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</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>New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols</td>
<td>$ 1,600</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Employer Social Security Contributions</td>
<td>$ 99</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Medicare - Employer’s Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Employer Medicare Contributions</td>
<td>$ 23</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for secretarial wages for additional and newly acquired paperwork for completion of reports due to COVID protocols - Unemployment Contributions</td>
<td>$ 2</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding</td>
<td>$1,600</td>
<td>-</td>
<td>$1,600</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding</td>
<td>$99</td>
<td>-</td>
<td>$99</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding - Employer Social Security Contributions</td>
<td>$23</td>
<td>-</td>
<td>$23</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for central office wages for additional and newly acquired paperwork for completion of reports due to COVID protocols and COVID funding - Employer Medicare Contributions</td>
<td>$2</td>
<td>-</td>
<td>$2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols</td>
<td>$3,600</td>
<td>-</td>
<td>$3,600</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - Employer Social Security Contributions</td>
<td>$223</td>
<td>-</td>
<td>$223</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - Employer Medicare Contributions</td>
<td>$52</td>
<td>-</td>
<td>$52</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>108-1-077-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for custodial wages for additional sanitation requirements due to COVID protocols - State Unemployment Contributions</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>108-1-078-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols</td>
</tr>
<tr>
<td>108-1-079-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - Employer Social Security Contributions</td>
</tr>
<tr>
<td>108-1-080-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Medicare - Employer's Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - Employer Medicare Contributions</td>
</tr>
<tr>
<td>108-1-081-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for transportation staff wages to sanitize buses between trips and to keep students in assigned seats as needed due to COVID protocols - State Unemployment Contributions</td>
</tr>
<tr>
<td>108-1-082-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Support Services Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols</td>
</tr>
<tr>
<td>108-1-083-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Support Services Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - Employer Social Security Contributions</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>108-1-08420211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-08520211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-08620211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-08720211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-08820211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108-1-08920211214</td>
<td>Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - Employer Medicare Contributions

$12 $ - $12 $ - $ - $ - $22-000-2900-221 New Line Item

New item-premium pay for IT staff wages due to additional work required when part of the class is in remote learning mode due to COVID protocols - State Unemployment Contributions

$1 $ - $1 $ - $ - $ - $22-000-2900-250 New Line Item

New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols

$2,400 $ - $2,400 $ - $ - $ - $22-000-3100-120 New Line Item; Applicant responded via email: Premium pay of $800 each for retention as necessitated by COVID for three kitchen workers. Payment date January 2022

New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - Employer Social Security Contributions

$149 $ - $149 $ - $ - $ - $22-000-3100-220 New Line Item

New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - Employer Medicare Contributions

$35 $ - $35 $ - $ - $ - $22-000-3100-221 New Line Item

New item-premium pay for Food Service staff wages due to additional cleaning and sanitizing and increased ordering frequency due supply chain issues due to COVID protocols - State Unemployment Contributions

$2 $ - $2 $ - $ - $ - $22-000-3100-250 New Line Item
<p>| Eligible Direct Allocation | Operati Property | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | New item-HVAC unit for weightroom to improve ventilation and air flow | $18,258 | $ - | $18,258 | $ - | $ - | 22-000-2600-700 | New Line Item; Applicant responded via email: Labor and equipment to install 7.5 ton RTU single circuit two stage refrigeration system, electromechanical controls with hail guards and economizer in high school weight room which is a separate building not serviced by the main HVAC unit. This has not been installed yet, anticipated installation date in the spring of 2022. Paperwork completed. Allowable if CDC guidelines are met. Capital Improvement documentation required |
| Eligible Direct Allocation | Operat Property | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | New item-water fountain spout covers to prevent cross-contamination | $1,107 | $ - | $1,107 | $ - | $ - | 22-000-2600-430 | New Line Item |
| Eligible Direct Allocation | Instruct Property | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | New item-welding helmets so students do not have to share to prevent cross-contamination | $949 | $ - | $949 | $ - | $ - | 22-210-1000-700 | New Line Item |
| Eligible Direct Allocation | Instruct Property | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | New item-book study books to aide staff in understanding how to support our students and help them self regulate during circumstances that have occurred and continue to occur, such as loss of family members, loss of jobs, anxiety, or depression, due to the COVID-19 pandemic | $517 | $ - | $517 | $ - | $ - | 22-210-1000-610 | New Line Item |</p>
<table>
<thead>
<tr>
<th>Eligible ID</th>
<th>Funding Category</th>
<th>Instructional Area</th>
<th>Description</th>
<th>Total Allocation</th>
<th>Social Security Contribution</th>
<th>Medicare Contribution</th>
<th>Other Employee Benefits</th>
<th>New Line Item Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>108-1-094-20211214</td>
<td>Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$7,304</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item: Applicant responded via email: Anticipated 2022 summer school. Three week period – June 6-23, 2022. Two certified staff for 6 hours each day.</td>
</tr>
<tr>
<td>108-1-095-20211214</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$453</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
</tr>
<tr>
<td>108-1-096-20211214</td>
<td>Direct Allocation</td>
<td>Medicare Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$106</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
</tr>
<tr>
<td>108-1-097-20211214</td>
<td>Direct Allocation</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
</tr>
<tr>
<td>108-1-098-20211214</td>
<td>Direct Allocation</td>
<td>Support Services - Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$1,058</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item: Applicant responded via email: Anticipated 2022 summer school. One ELL para salary for 3 weeks – June 6-23, 2022 for work with our ELL students.</td>
</tr>
<tr>
<td>108-1-099-20211214</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$66</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
</tr>
<tr>
<td>108-1-100-20211214</td>
<td>Direct Allocation</td>
<td>Medicare Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - State Unemployment Contribution</td>
<td>$1</td>
<td>$ -</td>
<td>$1</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

Republic County USD 109

Applicant / Mailing Address

1205 19th Street
Belleville, KS 66935

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

Larry Lyder

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

llyder@usd109.org

Applicant / Phone Number

785-527-5621

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

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

Applicant / Federal EIN (if applicable)

37-1523428

Applicant / Website Address (if applicable)

www.usd109.org
<table>
<thead>
<tr>
<th>Fiscal Agent / Name (if applicable)</th>
<th>Darice Wilkinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Agent / Email (if applicable)</td>
<td><a href="mailto:dwilkinson@usd109.org">dwilkinson@usd109.org</a></td>
</tr>
</tbody>
</table>

## Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Republic County</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>109</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing City</td>
<td>Belleville</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>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.

The impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than socioeconomic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing, working to retain teachers through the pandemic and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

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


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 academic learning loss, social emotional needs, leadership challenges and monitoring health/illness situations, the district plans to utilize the ESSER II funds in the following ways:

1. Continue to pay for our new school nurse through the year 2021-2022 that we hired in April with ESSER 1 funds.
2. Pay for summer programming to address skills, enrichment and social emotional learning for students. This will include teacher/para salaries, transportation, supplies and other expenses.
3. Providing Adaptive Schools training to our teacher leaders and administrators to provide them with the tools and skills necessary to lead through the unprecedented changes.
4. Provide premium pay for retention of staff through the pandemic.
5. Provide time and payment for outside of the teachers' contract to redesign high school math scope and sequence to provide the necessary levels of intervention and curriculum placement to address the learning gaps in high school math.
6. Provide time and payment for outside of the teachers' contract to redesign junior and senior high school seminar time and curriculum to provide the necessary levels of intervention and curriculum to address the social emotional learning needs of the students and provide additional academic support.
7. Hire an additional 1st grade teacher due to larger than normal incoming class (51 students) to help provide for social distancing in COVID-19 safety protocols, as well as, maintain a lower teacher-student ratio to help with instruction of struggling students.

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

The district staff will continue to monitor our local assessments, Fastbridge, state assessments, ACT/Aspire and other assessments. Absentees and discipline referrals will be looked at along with counselor notes for the social emotional impact.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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  |  Larry L Lyder
Date  |  10/28/2021
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>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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>109-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Republic County USD 109 has not had a School Nurse previously. We have hired one starting in April using ESSER 1 funds and plan to continue the position into the future. The nurse will assist the strategic planning and implementing of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of students and staff in our district.</td>
<td>$ 47,500</td>
<td>-</td>
<td>$ 47,500</td>
<td>-</td>
<td>-</td>
<td>92.2130.110.000</td>
</tr>
<tr>
<td>109-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Group Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Health Insurance for new school nurse</td>
<td>$ 6,000</td>
<td>-</td>
<td>$ 6,000</td>
<td>-</td>
<td>-</td>
<td>92.2130.210.000</td>
</tr>
<tr>
<td>109-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social Security tax for a new school nurse</td>
<td>$ 2,950</td>
<td>-</td>
<td>$ 2,950</td>
<td>-</td>
<td>-</td>
<td>92.2130.220.000</td>
</tr>
<tr>
<td>109-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Medicare Employer's Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Medicare tax for new school nurse</td>
<td>$ 690</td>
<td>-</td>
<td>$ 690</td>
<td>-</td>
<td>-</td>
<td>92.2130.225.000</td>
</tr>
<tr>
<td>109-1-005-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Unemployment Compensation</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Unemployment tax for new school nurse</td>
<td>$ 50</td>
<td>-</td>
<td>$ 50</td>
<td>-</td>
<td>-</td>
<td>92.2130.250.000</td>
</tr>
<tr>
<td>Project ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Profession - Education Services</td>
<td>Description</td>
<td>Budget Details</td>
<td>Total Approval</td>
<td>Approval Date</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>109-1-006-202112</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional - Education Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Adaptive Schools Collaborative Training: The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.</td>
<td>$4,850</td>
<td>$1,100</td>
<td>$3,750</td>
<td>$ -</td>
<td>$ -</td>
<td>92,100.320.000</td>
</tr>
<tr>
<td>109-1-007-202112</td>
<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>Teacher Stipend for Adaptive School Training for time outside of their contract time. 12 teachers for 4 days. CHANGE-reduced to a reduction in the number of teachers able to attend.</td>
<td>$6,750</td>
<td>$3,000</td>
<td>$3,750</td>
<td>$ -</td>
<td>$ -</td>
<td>92,100.110.000</td>
</tr>
<tr>
<td>109-1-008-202112</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Training</td>
<td>$3,250</td>
<td>$750</td>
<td>$2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>92,100.600.000</td>
</tr>
<tr>
<td>109-1-009-202112</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>As we have seen a drop in our high school students math skills since the pandemic began, two high school math teachers will work 10 days to redesign the scope and sequence for our high school math curriculum. Additionally, they will focus on our tiered classes of Algebra 1A and 1B to incorporate additional interventions for those students who show an academic loss/flag in their math skills. This is time outside their contract time working on curriculum and intervention development.</td>
<td>$5,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>92,100.110.300</td>
</tr>
<tr>
<td>Description</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>11A. Planning and implementing summer learning or enrichment programs</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Teacher Salaries</td>
<td>Social Security for Summer Teacher Salaries</td>
<td>Social Security Contributions</td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jr/Sr High Teachers (15 total) will be collaborating this summer</td>
<td>Restructuring seminar to utilize time for addressing learning</td>
<td>Supplies and Materials for Summer School (SLAM) at East Elementary</td>
<td>We will have two co-directors that will also serve as teachers</td>
<td>$3,130</td>
<td>$3,130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>for 5 days to redesign the scope and sequence of our daily</td>
<td>loss and social emotional gaps caused by COVID. CHANGE--Reduced</td>
<td></td>
<td>during our East Elementary SLAM (Summer Learning and More).</td>
<td>$750</td>
<td>$750</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>seminar period. The focus of seminar will be to include social</td>
<td>to reduction in number of staff assisting with this task from</td>
<td></td>
<td>Additionally, we plan on approximately 100 students in</td>
<td>$2,380</td>
<td>$2,380</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>emotional lessons and a support system for students academically.</td>
<td>15 to 6)</td>
<td></td>
<td>attendance and 5 teachers beyond the 2 co-directors/teachers.</td>
<td>$450</td>
<td>$450</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restructuring seminar to utilize time for addressing learning</td>
<td></td>
<td></td>
<td>East Elementary SLAM will run for four weeks for five days</td>
<td>$12,200</td>
<td>$12,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>loss and social emotional gaps caused by COVID. CHANGE--</td>
<td></td>
<td></td>
<td>each week. Reading and Math skills will be addressed based on</td>
<td>$36,600</td>
<td>$36,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase in cost due to additional supplies needed for larger</td>
<td></td>
<td></td>
<td>the end of the year Fastbridge data. Additionally, there will</td>
<td>$600.000</td>
<td>$600.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>number of students attending and materials that were unexpected</td>
<td></td>
<td></td>
<td>be STEM and Physical Education portions to the SLAM day. Each</td>
<td>Change Request- Was approved</td>
<td>Change Request- Was approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to be purchased.</td>
<td></td>
<td></td>
<td>Friday, of the week will be a field trip to culminate the</td>
<td>for $12,200 in SFY 2021 and</td>
<td>for $12,200 in SFY 2021 and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>learning activities from the week into a real life learning</td>
<td>$36,600 in SFY 2022</td>
<td>$36,600 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Unemployment Compensation</td>
<td>Unemployment Tax for Summer Teacher Salaries</td>
<td>$740</td>
<td>$190</td>
<td>$550</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.250.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Medicare Employer's Contribution</td>
<td>Medicare Tax for Summer School Teacher Salaries</td>
<td>$75</td>
<td>$20</td>
<td>$55</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.222.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>Summer School Para Salaries-Four paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic. CHANGE--increase due to the number of staff required for the number of students attending.</td>
<td>$18,415</td>
<td>$3,250</td>
<td>$15,165</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.120.000</td>
<td>Change Request- Was approved for $3,250 in SFY 2021 and $9,750 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>Social Security Tax for Summer School Par as</td>
<td>$810</td>
<td>$205</td>
<td>$605</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.220.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Unemployment Compensation</td>
<td>Unemployment Tax for Summer School Par as</td>
<td>$20</td>
<td>$5</td>
<td>$15</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.250.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Medicare Employer's Contribution</td>
<td>Medicare Tax for Summer School Par as</td>
<td>$200</td>
<td>$50</td>
<td>$150</td>
<td>$-</td>
<td>$-</td>
<td>92,1000.225.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<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>Transportation Salaries for Summer School - For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic. <strong>CHANGE</strong>--Reduced to consolidation of routes and reduction in number of field trips.</td>
<td>$2,406</td>
<td>$875</td>
<td>$1,531</td>
<td>$-</td>
<td>$-</td>
<td>92.2710.120.000</td>
<td>Change Request-Was approved for $875 in SFY 2021 and $2,625 in SFY 2022</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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment Tax for Transportation for Summer School <strong>CHANGE</strong>--Reduced to consolidation of routes and reduction in number of field trips.</td>
<td>$2</td>
<td>$-</td>
<td>$2</td>
<td>$-</td>
<td>$-</td>
<td>92.2710.250.000</td>
<td>Change Request-Was approved for $5 in SFY 2021 and SFY 2022</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security Tax for Transportation for Summer School <strong>CHANGE</strong>--Reduced to consolidation of routes and reduction in number of field trips.</td>
<td>$149</td>
<td>$55</td>
<td>$94</td>
<td>$-</td>
<td>$-</td>
<td>92.2710.220.000</td>
<td>Change Request-Was approved for $55 in SFY 2021 and $165 in SFY 2022</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Medicare Employer’s Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Medicare Tax for Transportation for Summer School <strong>CHANGE</strong>--Reduced to consolidation of routes and reduction in number of field trips.</td>
<td>$35</td>
<td>$15</td>
<td>$20</td>
<td>$-</td>
<td>$-</td>
<td>92.2710.225.000</td>
<td>Change Request-Was approved for $15 in SFY 2021 and $40 in SFY 2022</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Transportation Expense (Fuel, Etc) for Summer School</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>92.2710.626.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Office of the Principal Services</td>
<td>Professional - Education Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Administrator Mentoring/Coaching-Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help elevate the burdening stress on all stakeholders that has come due to the pandemic. Leadership/coaching &amp; alleviating stakeholder stress from pandemic transitions, as part of Adaptive Schools Collaborative Professional Development. CHANGE-reduction in expense due to one less administrator in district to receive coaching.</td>
<td>$11,320</td>
<td>$5,633</td>
<td>$5,686</td>
<td>-</td>
<td>-</td>
<td>$92,2410.320.000</td>
<td>Change Request-Was approved for $8,846.80 in SFY 2021 and $8,900 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security Tax for Teacher Stipends for Adaptive Schools</td>
<td>$750</td>
<td>$375</td>
<td>$375</td>
<td>-</td>
<td>-</td>
<td>$92,1000.220.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Medicare Employer's Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Medicare Tax for Teacher Stipends for Adaptive Schools</td>
<td>$200</td>
<td>$100</td>
<td>$100</td>
<td>-</td>
<td>-</td>
<td>$92,1000.225.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Unemployment Compensation</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Unemployment Tax for Teacher Stipends for Adaptive Schools</td>
<td>$20</td>
<td>$10</td>
<td>$10</td>
<td>-</td>
<td>-</td>
<td>$92,1000.250.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Social Security for Summer Math and Seminar Stipends</td>
<td>$1,475</td>
<td>-</td>
<td>$1,475</td>
<td>-</td>
<td>-</td>
<td>$92,1000.220.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Medicare Employer's Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Medicare Tax for Summer Math and Seminar Stipends</td>
<td>$350</td>
<td>-</td>
<td>$350</td>
<td>-</td>
<td>-</td>
<td>$92,1000.225.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Unemployment for Summer Mahand Seminar Stipends</td>
<td>$ 25</td>
<td>$ -</td>
<td>$ 25</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.250.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>The district plans to hire an additional 1st grade teacher to allow for additional social distancing per COVID-related safety due to a larger than normal class (51 students). This will be an increase from 2 to 3 classrooms. The additional teacher at this lower grade level will also provide the opportunity for a lower teacher to student ratio so that more one-on-one instruction can be provided to help the young students develop their foundational skills they are lacking due to the academic loss.</td>
<td>$ 46,500</td>
<td>$ -</td>
<td>$ 46,500</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.110.300</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Health Insurance for Additional 1st grade teacher.</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.210.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Social Security Tax for Additional 1st Grade Teacher</td>
<td>$ 2,885</td>
<td>$ -</td>
<td>$ 2,885</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.220.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare Employer's Contributions</td>
<td>Medicare Tax for Additional 1st Grade Teacher</td>
<td>$ 675</td>
<td>$ -</td>
<td>$ 675</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.225.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Unemployment Tax for Additional 1st Grade Teacher</td>
<td>$ 50</td>
<td>$ -</td>
<td>$ 50</td>
<td>$ -</td>
<td>$ -</td>
<td>92.1000.250.000</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</td>
<td>Description</td>
<td>Amount</td>
<td>Change</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>109-1-037-20211214</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. Outdoor Tables and Seating—Due to COVID-19 is it necessary to provide for social distancing, especially when eating. These tables and seating will allow for outdoor seating to expand our the seating of our cafeteria allowing for more social distancing while eating. In addition to outdoor eating, which is better for ventilation with COVID-19, this will also allow for outdoor classroom space to help increase social distancing in response to COVID-19 and outdoor ventilation. <strong>CHANGE</strong>—Price has been reduced due to finding a less expensive vendor.</td>
<td>$8,932</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>109-1-038-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</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. <strong>CHANGE ADDITION</strong>—Internet Hotspot service for remote learners that was unexpected when original plan was submitted.</td>
<td>$1,280</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>109-1-039-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</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. <strong>CHANGE ADDITION</strong>—Purchase of chromebooks for students to have one-to-one access to virtual classes when the school as to go full remote due to school closure from COVID.</td>
<td>$12,288</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>CHANGE ADDITION—Retention incentive pay for staff to encourage them to continue employment with the district.</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$46,867</td>
<td>$46,867</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Line Item. Per applicant, the retention bonus will be in the amount of $500 for those full-time employees who have remained with the district through the entire 1st semester of the 2021-2022 school year and continue their employment into the 2nd semester of the school year. It would be paid to those employees in December. For employees who started mid-semester, it would be $250 per employee. This constitutes approximately 90 employees.
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
Norton Community Schools

Applicant / Mailing Address
105 E. Waverly St
Norton, KS 67654

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

Applicant / Email Address of Owner, CEO, or Executive Director
cwalker@usd211.org

Applicant / Phone Number
785-877-3386

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

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

Application details

Full District Name
NORTON COMMUNITY SCHOOLS

District Number
211
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have had kids and staff out with covid or quarantine. We are trying to keep them all in school for learning. Our nurse has put in extra hours for tracking, testing and calling staff and parents. The treasurer has put in extra hours to order the extra cleaning supplies or staff supplies needed. The extra paperwork involved in tracking and reporting the expenses to the state.

Had to order supplies for our 4th keg teacher we added due to the high volume of kids entering kdg. We had to purchase supplies for her so she has the same teaching materials as the other teachers.

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

No

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


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

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

For Nurse and Treasure overtime for Covid testing and tracking and the extra reports that are needed for the ESSER funds. The extra supplies we are needing for our additional kdg teacher so she has the same teaching materials as our other kdg teachers. To pay for the subs needed to cover our teachers out for covid or quarantine purposes. To help cover the cost of our text messaging services to keep in contact with parents, staff and students so we don't have any close contact.

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

Allows for classroom time to be uninterrupted. Provide safe and clean environment for the staff and students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER
III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

**Certification**

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

Electronic Signature  | Cynthia Walker
Date  | 11/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Object Name</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 ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</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>211-1-001-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Need another teacher to minimize class size in kdg. Enrollment for kdg has exceeded by 12% compared to past enrollments. This is a result of students being held out during the 2020-2021 school year.</td>
<td>$47,000</td>
<td>$ -</td>
<td>$47,000</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-111-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-002-202112 14</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>Needing an Aide in 4th grade due to class size from 3 teachers to 2. CBM testing during the 2020-2021 school year has indicated a drop in achievement in reading and math. More students scoring in the yellow and red levels. AT Risk Tutor for 3rd &amp; 4th grade is necessary for in school support and after school programs designed for 2021-2022 and 2022-2023 school year</td>
<td>$53,500</td>
<td>$ -</td>
<td>$53,500</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-121-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-003-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Insurance</td>
<td>$27,088</td>
<td>$ -</td>
<td>$27,088</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-210-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-004-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social security deduction line</td>
<td>$7,711</td>
<td>$ -</td>
<td>$7,711</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-220-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-005-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Unemployment deduction line</td>
<td>$104</td>
<td>$ -</td>
<td>$104</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-290-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>Type</td>
<td>Description</td>
<td>Amount</td>
<td>Budget</td>
<td>Code</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-006-20211214</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant, General Supplies and Materials (includes computer software)</td>
<td>$51,800</td>
<td>$26,800</td>
<td>51-2600-610-00</td>
<td>Change Request. Previously approved for $25,000 SFY 2022 and $25,000 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-007-20211214</td>
<td>Direct Allocation</td>
<td>Food Services Operations, General Supplies and Materials (includes computer software)</td>
<td>$3,000</td>
<td>$1,500</td>
<td>51-3100-610-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-008-20211214</td>
<td>Direct Allocation</td>
<td>Instruction Software, Purchasing educational technology (including hardware, software, and connectivity)</td>
<td>$21,050</td>
<td>$10,000</td>
<td>51-1000-653-00</td>
<td>Change Request. Previously approved for $10,000 SFY 2022 and $10,000 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-009-20211214</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction, Professional Employee Training and Development Services</td>
<td>$73,948</td>
<td>$33,592</td>
<td>51-2200-330-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-010-20211214</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries, Providing mental health services and supports</td>
<td>$40,000</td>
<td>$40,000</td>
<td>51-1000-111-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-011-20211214</td>
<td>Direct Allocation</td>
<td>Instruction Temporary Certified Substitute Salaries for Certified Staff, Providing mental health services and supports</td>
<td>$1,050</td>
<td>$1,050</td>
<td>51-1000-115-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-012-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>10. Providing mental health services and supports</td>
<td>0</td>
<td>$ 6,772</td>
<td>$ 6,772</td>
<td>$ 6,772</td>
<td>$ 6,772</td>
<td>51-1000-210-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-014-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
<td>0</td>
<td>$ 41</td>
<td>$ 41</td>
<td>$ 41</td>
<td>$ 41</td>
<td>51-1000-290-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-015-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>10. Providing mental health services and supports</td>
<td>have 2 subs come in so our trained staff on trauma informed can update the staff on current information and have interaction with current student situations</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>51-1000-115-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-016-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>0</td>
<td>$ 371</td>
<td>$ 371</td>
<td>$ 371</td>
<td>$ 371</td>
<td>51-1000-220-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-017-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>extra summer school teachers to cover the larger number of kids needing summer school to catch up on their learning.</td>
<td>$ 8,036</td>
<td>$ 8,036</td>
<td>$ 8,036</td>
<td>$ 8,036</td>
<td>51-1000-111-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-018-202112 14</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>0</td>
<td>$ 615</td>
<td>$ 615</td>
<td>$ 615</td>
<td>$ 615</td>
<td>51-1000-220-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-019-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>0</td>
<td>$ 8</td>
<td>$ 8</td>
<td>$ 8</td>
<td>$ 8</td>
<td>51-1000-290-00</td>
<td>Approved 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Number</td>
<td>Eligible Direct Allocation</td>
<td>Services (Students)</td>
<td>Overtime Salaries</td>
<td>Description</td>
<td>Amount</td>
<td>211-1-021-202112</td>
<td>14</td>
<td>51-2100-126-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-020-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Overtime Salaries</td>
<td>Nurse overtime for Covid tracking, testing and calling staff if they need to Quarantine.</td>
<td>$8,820</td>
<td>-</td>
<td>$8,820</td>
<td>-</td>
<td>51-2100-126-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-021-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Social security deduction line for Nurse Overtime for tracking, testing and calling staff.</td>
<td>$675</td>
<td>-</td>
<td>$675</td>
<td>-</td>
<td>51-2100-220-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-022-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>UNEMPLOYMENT deduction line for Nurse Overtime for tracking, testing and calling staff.</td>
<td>$9</td>
<td>-</td>
<td>$9</td>
<td>-</td>
<td>51-2100-290-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-023-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Services - General Administration</td>
<td>Supplies &amp; Materials</td>
<td>Purchasing supplies for the 4th kdg teacher so she has the same teaching material as our other kdg teachers. Had to add another teacher due to parents holding their kids back a year before starting school due to covid.</td>
<td>$6,000</td>
<td>-</td>
<td>$6,000</td>
<td>-</td>
<td>51-1000-600-03</td>
<td>New Line Item; Applicant responded via email: Due to the covid, we needed to add an additional kdg teacher, which meant we had to buy her supplies to match the other kdg teachers. The main expense was the curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-024-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Other Purchased Services</td>
<td>Purchase of communication software to communicate with parents, teachers and students</td>
<td>$2,375</td>
<td>-</td>
<td>$2,375</td>
<td>-</td>
<td>51-2300-590-00</td>
<td>New Line Item; Applicant responded via email: We are using the text caster for communication purposes between parents, staff, students and community to keep distance. All 3 schools and our transportation department is using this for our communication between all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-1-025-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Services - General Administration</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>Subs for our teachers who are off for Covid or Quarantine so the students don’t have any interruptions in their learning</td>
<td>$10,000</td>
<td>-</td>
<td>$10,000</td>
<td>-</td>
<td>51-1000-115-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>social security deduction line for subs</td>
<td>$765</td>
<td>$ -</td>
<td>$765</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-220-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></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>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>unemployment deduction line for subs</td>
<td>$10</td>
<td>$ -</td>
<td>$10</td>
<td>$ -</td>
<td>$ -</td>
<td>51-1000-290-00</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  Northern Valley Schools
Applicant / Mailing Address
512 W. Bryant St.
Almena, KS 67622
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Ken Tharman
Applicant / Email Address of Owner, CEO, or Executive Director  |  ktharman@nvhuskies.org
Applicant / Phone Number  |  785-669-2445

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

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

Application details

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

We have been fortunate in that we have not had to transition to remote learning for the 2020-21 school year, thus our data collection has not changed. The elementary and middle schools continue to utilize the MTSS process in which we benchmark assess in the area of reading and math. The MTSS time has also been used for social emotional needs in some cases. The benchmark assessment results have shown that students started the 2020-21 school year lower than the normal, but the winter benchmark scores showed good growth to where many students are back to grade equivalency. There has been an increase in student attendance data as well. This shows that parents and students are comfortable with the supports provided by the school district in the time of the pandemic.

We have purchased Chromebooks and iPads to allow one-to-one technology. This allows our students to stay connected when quarantined. We have discovered that some families (3%) did not have internet access. In cooperation with our local internet provider (Nex-tech) we were able to connect all families that wanted it.

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 ESSER I funds were used to help purchase enough Chromebooks and iPads for each of the K - 12 students. In addition, we were able to use SPARK funds from our two counties to help offset the costs of server upgrades, PPE, cleaning supplies and equipment, classroom dividers, and other items to ensure the safety of our students and staff.

There are continuing costs to replace those items used as the pandemic continues. One such cost is to bring on a technology coordinator to help with the everyday problems with technology. We have had an individual on an eight hour per week basis for a couple of years ... but with the new devices, the demand for someone in district every day is a must. This purchase will aid in regular and substantive educational interaction between students and their classroom instructors. Secondly, there is a need to increase the connectivity with parents and the community.

The website we currently use is not compatible with cell phones and is so cumbersome, only about 2 - 3 people use it for posting. We plan to use some of the ESSER II funds to purchase a new website and app (Apptegy) to help connect with our families and the community. In addition we will upgrade our existing Fund Accounting system to AptaFund. This will allow
staff more freedom in looking at their personal information and will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, both of these improvements will reduce risk of virus transmission and exposure to environmental health hazards. Cleaning and disinfecting are the two most frequent methods to decrease the spread of the virus. The efforts of our staff made school in the brick and mortar setting possible.

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

The impact of these expenditures will be seen by the increased productivity of students. Student absences will also be reduced since they will be able to be connected and in attendance, even if they are quarantined at home. The technology coordinator on site will be able to handle issues as they arise to enable the staff and students stay connected at all times. Each year we do a survey of the students, staff, and community to determine how well we are communicating and how easy it is for them to communicate with us. These responses have been improving slowly over the past four years, but the reality is that our current system, is too cumbersome to use with modern cell phones. We will be able to use this survey to determine the effectiveness of AptaFund and Apptegy.

No need to close or go remote due to Covid is our success.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
• Discrimination on the basis of 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  |  Kenneth A. Tharman
Date | 11/12/2021

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>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>212-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Property Services</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Change Request - (Took out the Renewal quote) Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices.</td>
<td>$7,750</td>
<td>$7,750</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request- Was approved for $7,750 in SFY 2021 and $4,000 in SFY 2022. Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2-3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.</td>
</tr>
<tr>
<td>212-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Other Purchased Services</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.</td>
<td>$16,612</td>
<td>$16,612</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request- Was approved for $16,612.18 in SFY 2021 and $6,000 in SFY 2022. Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.</td>
</tr>
<tr>
<td>212-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Other Purchased Services</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.</td>
<td>$16,612</td>
<td>$16,612</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request- Was approved for $16,612.18 in SFY 2021 and $6,000 in SFY 2022. Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>Description</td>
<td>New Line Item</td>
<td>Amount</td>
<td>Rate</td>
<td>Total</td>
<td>Rate</td>
<td>Reason</td>
<td>Item</td>
<td>New Line Item</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>212-1-004-20211214</td>
<td></td>
<td></td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New Line Item - Remainder of amount paid for the purchase of iPads using the ESSER 1 funds. Allows all students to have access to classroom, lessons, and teachers when they are unable to be in the building due to quarantine.</td>
<td>$3,158</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-1-005-20211214</td>
<td></td>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item - These were protective covers for the Chromebooks to allow safe travel outside of the brick and mortar setting.</td>
<td>$3,400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-1-006-20211214</td>
<td></td>
<td></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>New Line Item with added clarification - Our three buildings [GS (1924), MS (1917), and HS (1927)] had windows that were essentially aluminum storm windows for the exterior of a house. Most did not work, many were cracked or taped together, and none allowed proper ventilation. Replacing these windows have been on the “to-do” list for many years. The event of Covid-19 has made the necessity even greater. The new windows are now able to be opened and closed with ease for ventilation. These windows were purchased and installed in August - September, 2021. We are now able to regulate the interior temperatures of the classroom. This enables the custodians to clean appropriately and improved the efficiency of our room air sterilization devices. (Total project was $239,750)</td>
<td>$25,755</td>
<td>$ -</td>
<td>$25,755</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-1-007-20211214</td>
<td></td>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item - Salary compensation for extensive work and dedication for continued growth and education of the students. Developing new protocols and strategies to continually provide a quality education to our staff as well as focus on learning loss during Covid 19. There were 17 certified staff last year that worked the extra hours/ days preparing for the school year and for staff retention during this time. ($500 / person = $8,500)</td>
<td>$8,500</td>
<td>$ -</td>
<td>$8,500</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Temporar y Salaries for Non-Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item - Salary expenses due to the increase amount of cleaning and disinfecting. All classified staff (17) that worked last year, were assigned extra hours cleaning, preparing, and providing continuous effort to allow brick and mortar school setting. This amount is being used to aid in staff retention. ($500 / person = $8,500)</td>
<td>$ 8,500</td>
<td>$ -</td>
<td>$ 8,500</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Eligible Direct Allocation | Instruction | Purchased Property Services | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Change Request - (Took out the Renewal quote) Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices. | $ 7,750 | $ 7,750 | $ - | $ - | $ - | 7 |

| Eligible Direct Allocation | Support Services - Instruction | Other Purchased Services | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Change Request - (Took out the Renewal quote) The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined. | $ 16,612 | $ 16,612 | $ - | $ - | $ - | 7 |

| Eligible Direct Allocation | Instruction | Purchased Professional & Technical Services | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request - (Took out the expenses for SFY23) SFY 22 is two-thirds of a year. Being able to hire a technology coordinator to be in the district every day the students are in session, will enable instant resolution of connectivity issues and troubleshooting problems as they arise. | $ 35,800 | $ - | $ 35,800 | $ - | $ - | 7 |

Change Request - Was approved for $7,750 in SFY 2021 and $4,000 in SFY 2022. Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2-3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.

Change Request - Was approved for $16,612.18 in SFY 2021 and $6,000 in SFY 2022. Per narrative, this will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.

Change Request - Was approved for $35,800 in SFY 2022 and $52,000 in SFY 2023.
<table>
<thead>
<tr>
<th>ID</th>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>212-1-004-20211214</td>
<td>Eligible Direct Allocation Instruction Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students New Line Item - Remainder of amount paid for the purchase of iPads using the ESSER 1 funds. Allows all students to have access to classroom, lessons, and teachers when they are unable to be in the building due to quarantine.</td>
<td>$3,158</td>
<td>$3,158</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>7 New Line Item</td>
</tr>
<tr>
<td>212-1-005-20211214</td>
<td>Eligible Direct Allocation Instruction Property</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff New Line Item - These were protective covers for the Chromebooks to allow safe travel outside of the brick and mortar setting.</td>
<td>$3,400</td>
<td>$3,400</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>7 New Line Item</td>
</tr>
<tr>
<td>212-1-006-20211214</td>
<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant 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 New Line Item with added clarification - Our three buildings [GS (1924), MS (1917), and HS (1927)] had windows that were essentially aluminum storm windows for the exterior of a house. Most did not work, many were cracked or taped together, and none allowed proper ventilation. Replacing these windows have been on the &quot;to-do&quot; list for many years. The event of Covid-19 has made the necessity even greater. The new windows are now able to be opened and closed with ease for ventilation. These windows were purchased and installed in August - September, 2021. We are now able to regulate the interior temperatures of the classroom. This enables the custodians to clean appropriately and improved the efficiency of our room air sterilization devices. (Total project was $239,750)</td>
<td>$25,755</td>
<td>$0</td>
<td>$25,755</td>
<td>$0</td>
<td>$0</td>
<td>7 New Line Item</td>
</tr>
<tr>
<td>212-1-007-20211214</td>
<td>Eligible Direct Allocation Instruction Debt Service &amp; Miscellaneous Instruction Property</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff New Line Item - Salary compensation for extensive work and dedication for continued growth and education of the students. Developing new protocols and strategies to continually provide a quality education to our staff as well as focus on learning loss during Covid 19. There were 17 certified staff last year that worked the extra hours/ days preparing for the school year and for staff retention during this time. ($500 / person = $8,500)</td>
<td>$8,500</td>
<td>$0</td>
<td>$8,500</td>
<td>$0</td>
<td>$0</td>
<td>7 New Line Item. The retention incentive payment of $500 per staff member will be paid out as soon as possible following state Board approval.</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 | Unified School District 234
Applicant / Mailing Address
424 S Main  
Fort Scott, KS 66701
Applicant / First and Last Name of Owner, CEO, or Executive Director | Gina Shelton
Applicant / Email Address of Owner, CEO, or Executive Director | gina.shelton@usd234.org
Applicant / Phone Number | 620-223-0800

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

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

---

Application details

Full District Name | Fort Scott
District Number | 234
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The biggest challenge of COVID-19 was the balancing act between providing education while keeping everyone safe. We used a combination of in-person learning, remote-instruction, and our existing virtual program to meet individual student needs. On 09/20/20, we were serving 1823 students.

Cost Impact – District used a combination of ESSER I funds, donations, grants, and SPARK funds from our county to address the additional costs associated with COVID-19. We will see a cost impact for years as many parents chose to homeschool their children. We spent substantially on PPE and substitutes to remain in-person.

Learning Loss – We saw a decrease of 118 students or 6%. We attribute a large portion of this to families choosing to send their kids to surrounding private schools, other districts, or homeschool where they would be subject to less restrictive safety protocols. Around January 2021, we started seeing an increase in the amount of kids choosing to return to our district.

Emotional Impact – Knew it was important for kids to be in-person as much as possible as 1) in-person instruction is the best format for education and 2) many kids need interaction with our kids and positive adult influences. Students have relied on schools to be a safe place for them.

Special populations – 92% of special education students chose to return to school in-person, with 8% choosing remote learning, primarily due to safety concerns. We used contingency plans to address specific learning needs. With our low income household students we saw an increase in lack of basic needs.

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

No

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

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

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 set 3 goals to accomplish using the district allocation of ESSER II. First, address the learning loss of students. We have summer camps planned to allow additional instructional opportunities. Summer learning will take place over 3 weeks. We will also provide 5 days of additional professional development. This will allow staff to analyze and modify curriculum to address gaps among students. Second, address social and emotional learning. Funds would allow us to provide a nurse at the high school level which we did not have prior to the pandemic. Nurses are often the first stop in addressing
needs of students. We would also use this to provide resources in the form of programs, curriculum, and professional
development. We would use funds to target parent involvement activities to address gaps within the home and the school.
Third, provide in-person learning in the middle of a pandemic. To accomplish this, we will need to purchase additional
technology so that each student has their own device, which they currently do not have. We struggled through 20-21 as
instructional time was lost due to the time taken to sanitize in between users and students sharing devices. Individual
devices allow for learning to continue if a student or staff member must go into quarantine. We teach students to use
programs so those impacted by COVID-19 can continue to learn. These programs also monitor and assess weaknesses and
strengths, therefore allowing our educators to adjust to address specific student needs. We continue to have multiple PPE
needs, need supplies to clean and sanitize our schools, and plan for substitutes to continue providing in-person instruction.
Purchase of Edgenuity will allow for credit recovery for those students in 6-12 grades as they will have the least amount of
time to recoup any learning loss.

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

Assessments will be done to measure the success of the instructional days added. The impact on students is obtained the
more the district provides additional instructional time opportunities. We know that the interaction between students and
educators are the best impact on a student’s educational journey as well as a key tool in delivering social and emotional
learning. We will measure the number of days students are actively engaged whether they are in-person or should they have
to go into quarantine due to a health order. We have baseline numbers due the various assessments taken throughout the
school year. The programs we use as part of instruction delivery have assessment mechanisms in place. That data will be then
be disseminated and explained to our educators to help them develop true individualized plans of study and to make
adjustment to overall instruction if needed.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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  | Gina Shelton
Date | 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>234-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request - Masks, PPE, and sanitizer for students to prevent the spread of COVID 19.</td>
<td>$ 18,474</td>
<td>$ 296</td>
<td>$ 10,000</td>
<td>$ 8,178</td>
<td>$ -</td>
<td>89100061000003</td>
<td>Change Request- Was approved for $296 in SFY 2021 and $10,000 in SFY 2022.</td>
</tr>
<tr>
<td>234-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hourly pay related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Integration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.</td>
<td>$ 76,521</td>
<td>$ -</td>
<td>$ 76,521</td>
<td>$ -</td>
<td>$ -</td>
<td>89221311500003</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>234-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>FICA - Employer's Contribution</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Payroll taxes related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Integration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.</td>
<td>$ 5,936</td>
<td>$ -</td>
<td>$ 5,936</td>
<td>$ -</td>
<td>$ -</td>
<td>89221322100003</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>234-1-004-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Disposal Services</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Increase in disposable trash such as masks and wipes related to COVID 19.</td>
<td>$1,390</td>
<td>$348</td>
<td>$1,042</td>
<td>$-</td>
<td>$-</td>
<td>89262042100007</td>
<td>Approved at 7/13/2021 State Board Meeting.</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>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>234-1-005-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Change Request: Gloves and additional cleaning supplies to clean and sanitize buildings from COVID 19.</td>
<td>$4,108</td>
<td>$1,675</td>
<td>$1,325</td>
<td>$1,108</td>
<td>$-</td>
<td>89262061000007</td>
<td>Change Request- Was approved for $1,675 in SFY 2021</td>
</tr>
<tr>
<td>234-1-006-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Software</td>
<td>Educational Software to allow LEA students to work in-person or while in temporary remote status due to COVID 19. Software (Zoom) ($1,890) allows teachers to record sessions so that students can replay lessons should they need additional learning opportunities. LanSchool software ($10,554) to provide proper security and monitoring of student devices. Edgenuity Inc platform ($86,316) which is to allow additional learning opportunities and credit recovery to address learning loss due to COVID 19.</td>
<td>$104,100</td>
<td>$98,760</td>
<td>$5,340</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>89100653000009</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>234-1-007-202112 14</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>Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 (FY22 - Desktops - 47 at $817 and 31 at $575) to establish learning labs for intervention help. This will allow for continuity of learning during temporary periods of remote learning due to COVID 19 and program learning while on site.</td>
<td>$56,224</td>
<td>$-</td>
<td>$56,224</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>89100736000009</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>234-1-008-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Full-Time Non-Certified Salaries</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.</td>
<td>$57,830</td>
<td>$-</td>
<td>$27,830</td>
<td>$30,000</td>
<td>$-</td>
<td>$-</td>
<td>892230121000009</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction-Related Technology</td>
<td>Temporary Salaries for Non-Certified Staff</td>
<td>Group Insurance</td>
<td>FICA - Employer's Contribution</td>
<td>Unemployment Compensation</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request:</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Change Request:</td>
<td></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>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>234-1-009-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technol ogy</td>
<td>Temporary Salaries for Non-Certified Staff</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.</td>
<td>$10,880</td>
<td>$1,740</td>
<td>$4,640</td>
<td>$4,500</td>
<td>$</td>
<td>$</td>
<td>Change Request:Was approved at $1,740 in SFY 2021 and $4,640 in SFY 2022.</td>
</tr>
<tr>
<td>234-1-010-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technol ogy</td>
<td>Insurance</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: Insurance - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.</td>
<td>$11,689</td>
<td>-</td>
<td>$5,725</td>
<td>$5,964</td>
<td>$</td>
<td>$</td>
<td>Change Request:Was approved for $5,725 in SFY 2022.</td>
</tr>
<tr>
<td>234-1-012-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technol ogy</td>
<td>Unemployment Compensa tion</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: SUTA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.</td>
<td>$757</td>
<td>$22</td>
<td>$355</td>
<td>$380</td>
<td>$</td>
<td>$</td>
<td>Change Request:Was approved for $32 in SFY 2021 and $355 in SFY 2022.</td>
</tr>
<tr>
<td>234-1-013-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technol ogy</td>
<td>Other Employee Benefits</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Change Request: Match Plan - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.</td>
<td>$840</td>
<td>-</td>
<td>$300</td>
<td>$540</td>
<td>$</td>
<td>$</td>
<td>Change Request:Was approved for $300 in SFY 2022.</td>
</tr>
<tr>
<td>234-1-014-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on-Related Technol ogy</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Change Request: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 19 certified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.</td>
<td>$55,688</td>
<td>-</td>
<td>$27,688</td>
<td>$28,000</td>
<td>$</td>
<td>$</td>
<td>Change Request:Was approved for $26,588 in SFY 2022.</td>
</tr>
</tbody>
</table>
### Temporary Salaries for Non-Certified Staff

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

Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 6 classified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.

<table>
<thead>
<tr>
<th>Date</th>
<th>Approver</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$3,375</td>
<td></td>
</tr>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$3,375</td>
<td></td>
</tr>
</tbody>
</table>

Change Request: Was approved for $2,432 in SFY 2022.

### FICA - Employer's Contribution

**Change Request:** Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.

<table>
<thead>
<tr>
<th>Date</th>
<th>Approver</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$4,658</td>
<td></td>
</tr>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$2,191</td>
<td></td>
</tr>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$2,468</td>
<td></td>
</tr>
</tbody>
</table>

Change Request: Was approved for $2,432 in SFY 2022.

### SUTA - Employment Compensation

**Change Request:** Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.

<table>
<thead>
<tr>
<th>Date</th>
<th>Approver</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$70</td>
<td></td>
</tr>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$27</td>
<td></td>
</tr>
<tr>
<td>8/9/2021</td>
<td>1000</td>
<td>$43</td>
<td></td>
</tr>
</tbody>
</table>

Change Request: Was approved for $35 in SFY 2022.
<p>| 234-1-018-20211214 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 11A. Planning and implementing summer learning or enrichment programs | Classroom instructional supplies for additional summer learning opportunities for students to address loss of learning due to COVID 19. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding. Items will be purchased for individual use to prevent spread of COVID 19 to include, but not limited to crayons, pencils, dry erase markers, glue, paper supplies, and facial tissues. | $1,810 | $ - | $1,810 | $ - | $0 | 89 1000 610 000 011 | Approved at 7/13/2021 State Board Meeting. |
| 234-1-019-20211214 | Eligible | Direct Allocation | Vehicle Operation | Temporary Salaries for Non-Certified Staff | 11A. Planning and implementing summer learning or enrichment programs | Change Request: Transportation salaries - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. 400 students have been extended additional summer learning opportunities. | $8,808 | $ - | $4,330 | $4,478 | $ - | 89 2710 125 000 011 | Change Request- Was approved for $5,808 in SFY 2021. |
| 234-1-020-20211214 | Eligible | Direct Allocation | Vehicle Operation | FICA - Employer's Contribution | 11A. Planning and implementing summer learning or enrichment programs | Change Request: Transportation FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. | $667 | $ - | $332 | $335 | $ - | 89 2710 221 000 011 | Change Request-Was approved for $437 in SFY 2021. |
| 234-1-021-20211214 | Eligible | Direct Allocation | Vehicle Operation | Unemployment Compensation | 11A. Planning and implementing summer learning or enrichment programs | Change Request: Transportation SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. | $11 | $ - | $4 | $7 | $ - | 89 2710 260 000 011 | Change Request- Was approved for $6 in SFY 2021. |
| 234-1-022-20211214 | Eligible | Direct Allocation | Vehicle Operation | General Supplies and Materials (includes computer software) | 11A. Planning and implementing summer learning or enrichment programs | Change Request: Transportation Fuel - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. | $1,310 | $ - | $609 | $701 | $ - | 89,270 610,000 011 | Change Request: Was approved for $250 in SFY 2021. |
| 234-1-023-20211214 | Eligible | Direct Allocation | Nursing Services | Student Services | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request: Contracted with local health agency to have a full-time nurse at the high school level to prevent and respond to coronavirus student cases. | $122,500 | $24,500 | $49,000 | $49,000 | $ - | 89,213 323,000 016 | Change Request: Was approved for $24,500 in SFY 2021 and $45,000 in SFY 2022. |
| 234-1-024-20211214 | Eligible | Direct Allocation | Support Services - General Administration | Computers and Related Equipment (includes software if bought as a package) | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo docking stations at $260. | $5,720 | $5,720 | $ - | $ - | $ - | 89,2300 736,000 016 | Approved at 7/13/2021 State Board Meeting. |
| 234-1-025-20211214 | Eligible | Direct Allocation | Central Services | Computers and Related Equipment (includes software if bought as a package) | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at $260. District level staff to include directors, payroll, and purchasing. | $1,560 | $1,560 | $ - | $ - | $ - | 89,2500 736,000 016 | Approved at 7/13/2021 State Board Meeting. |
| 234-1-026-20211214 | Eligible | Direct Allocation | Maintenance of Buildings | Temporary Salaries for Non-Certified Staff | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request: Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning. | $3,580 | $1,080 | $2,500 | $ - | $ - | 89,2620 125,000 016 | Change Request: Was approved for $1,560 in SFY 2021. |
| 234-1-027-20211214 | Eligible | Direct Allocation | Maintenance of Buildings | FICA - Employer’s Contribution | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Change Request: FICA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning. | $274 | $83 | $191 | $ - | $ - | 89,2620 221,000 016 | Change Request: Was approved for $83 in SFY 2021. |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Maintenance of Buildings</th>
<th>Unemployment Compensation</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Change Request: SUTA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.</th>
<th>$30</th>
<th>$2</th>
<th>$28</th>
<th>$-</th>
<th>$-</th>
<th>$89 2620 260 000 016</th>
<th>Change Request: Was approved for $2 in SFY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at $260.</td>
<td>$1,560</td>
<td>$1,560</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$89 2620 736 000 016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo docking stations at $260. Student transportation staffing.</td>
<td>$520</td>
<td>$520</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$89 2710 736 000 016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Food Preparation and Dispensing Services</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo docking station at $260. Food service administration.</td>
<td>$260</td>
<td>$260</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$89 3120 736 000 016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>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>Connecting families with community resources for those disengaged due to COVID 19, specifically to address the unique needs of low-income students. This will help address basic needs of these students that prevent or discourage them from coming to school. Supplies to include lice kits, essential clothing, nursing supplies, and classroom supplies.</td>
<td>$4,000</td>
<td>$-</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$89 1000 610 000 004</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>Reimbursement for additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitization of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 882 Dell laptops at $330, 179 Lenovo ThinkPad at $1400). This allowed for continuity of learning during temporary periods of remote learning due to COVID 19 and enabled us to say in-person.</td>
<td>$541,660</td>
<td>$541,660</td>
<td>-</td>
<td>-</td>
<td>$89,100736,000009</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo laptops at $1400.</td>
<td>$30,800</td>
<td>$30,800</td>
<td>-</td>
<td>-</td>
<td>$89,230736,000016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at $1400. District level staff to include directors, payroll, and purchasing.</td>
<td>$8,400</td>
<td>$8,400</td>
<td>-</td>
<td>-</td>
<td>$89,250736,000016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at $1400. HVAC, custodial supervision, and operation of buildings.</td>
<td>$8,400</td>
<td>$8,400</td>
<td>-</td>
<td>-</td>
<td>$89,260736,000016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operations</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>Reimburse technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo laptops at $1400. Student transportation staffing.</td>
<td>$2,800</td>
<td>$2,800</td>
<td>-</td>
<td>-</td>
<td>$89,270736,000016</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Direct Allocation</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>
<tr>
<td>234-1-038-20211214</td>
<td>Food Preparation and Dispensing Services</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo laptop at $1400. Food service administration.</td>
<td>$1,400</td>
<td>$1,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.3120 736 000 016</td>
</tr>
<tr>
<td>234-1-039-20211214</td>
<td>Instructional Technology Computers and Related Equipment (includes software if bought as a package)</td>
<td>Instructional Staff Training Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitiation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 609 Apple iPads at $294, 179 Lenovo Docking Stations at $260).</td>
<td>$225,586</td>
<td>$225,586</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.1000 736 000 009</td>
</tr>
<tr>
<td>234-1-040-20211214</td>
<td>Instructional Staff Training Services</td>
<td>Temporary Certified Substitute Salaries for Certified Staff</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.</td>
<td>$4,619</td>
<td>-</td>
<td>$4,619</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.2213 115 000 003</td>
</tr>
<tr>
<td>234-1-041-20211214</td>
<td>Instructional Staff Training Services</td>
<td>FICA - Employer's Contribution</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: FICA on Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.</td>
<td>$353</td>
<td>-</td>
<td>$353</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.2213 221 000 003</td>
</tr>
<tr>
<td>234-1-042-20211214</td>
<td>Instructional Staff Training Services</td>
<td>Unemployment Compensation</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: SUTA on Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.</td>
<td>$46</td>
<td>-</td>
<td>$46</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.2213 260 000 003</td>
</tr>
<tr>
<td>234-1-043-20211214</td>
<td>Instructional Staff Training Services</td>
<td>Out-of-District Travel</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: PLC Conference for 19 staff, including administrators and certified staff, for professional development to help address student learning loss attributed to COVID19. This includes registration fees, transportation, meals, hotels and other expenses associated with staff travel for the district.</td>
<td>$31,909</td>
<td>-</td>
<td>$31,909</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>89.2213 582 000 003</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: Professional Development materials for PLC Summit for staff to have training for student learning loss attributed to COVID19.</td>
<td>$ 2,323</td>
<td>$ -</td>
<td>$ 2,323</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2213 610 000 003</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>89,2319 650 000 003</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-045-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Other Board of Educati on Services</td>
<td>Accounting Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Item: Additional auditing costs this year due to auditing additional federal relief funds.</td>
<td>$ 2,200</td>
<td>$ -</td>
<td>$ 2,200</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2213 126 000 006</td>
</tr>
<tr>
<td>234-1-046-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>Overtime Salaries</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>New Item: Classified training of staff on enhanced protocols with COVID19.</td>
<td>$ 15,300</td>
<td>$ -</td>
<td>$ 15,300</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2213 221 000 006</td>
</tr>
<tr>
<td>234-1-047-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>FICA - Employer's Contributio n</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>New Item: FICA on Classified training of staff on enhanced protocols with COVID19.</td>
<td>$ 1,170</td>
<td>$ -</td>
<td>$ 1,170</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2213 260 000 006</td>
</tr>
<tr>
<td>234-1-048-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>Unemploy ment Compensa tion</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>New Item: SUTA Classified training of staff on enhanced protocols with COVID19.</td>
<td>$ 46</td>
<td>$ -</td>
<td>$ 46</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2213 739 000 007</td>
</tr>
<tr>
<td>234-1-049-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Other Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>New Item: 2 - Sterilaser ® floor sanitizer units ($1975 each), 3 - Nano ® mini scrubbers ($871 each), and 2- 20” scrubbers ($839.93 each) to sanitize and allow greater frequency of cleaning in response to COVID19.</td>
<td>$ 23,243</td>
<td>$ -</td>
<td>$ 23,243</td>
<td>$ -</td>
<td>$ -</td>
<td>89,2620 739 000 007</td>
</tr>
<tr>
<td>Line Item</td>
<td>Description</td>
<td>Comment</td>
<td>Budgeted Amount</td>
<td>Paid Amount</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<tr>
<td>234-1-050-20211214</td>
<td>Eligible Direct Allocation Instruction Temporary Certified Substitute Salaries for Certified Staff 11B. Planning and implementing supplemental after-school programs</td>
<td>New Item: Certified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. 2 teachers @$35 per hour for 3 hours per day, total of 121 days, for afterschool instruction to supplement regular classroom instruction.</td>
<td>$25,410</td>
<td>-</td>
<td>$25,410</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-051-20211214</td>
<td>Eligible Direct Allocation Instruction Temporary Salaries for Non-Certified Staff 11B. Planning and implementing supplemental after-school programs</td>
<td>New Item: Classified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. 5 classified staff, 2 hours per day @$10.83, to support instruction to supplement regular classroom instruction.</td>
<td>$13,819</td>
<td>-</td>
<td>$13,819</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-052-20211214</td>
<td>Eligible Direct Allocation Instruction Overtime Salaries 11B. Planning and implementing supplemental after-school programs</td>
<td>New Item: Classified Staff OT Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. This cost reflects after-school instruction that puts classified staff (5) into overtime status.</td>
<td>$7,254</td>
<td>-</td>
<td>$7,254</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-053-20211214</td>
<td>Eligible Direct Allocation Instruction FICA - Employer's Contribution 11B. Planning and implementing supplemental after-school programs</td>
<td>New Item: FICA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.</td>
<td>$3,556</td>
<td>-</td>
<td>$3,556</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-054-20211214</td>
<td>Eligible Direct Allocation Instruction Unemployment Compensation 11B. Planning and implementing supplemental after-school programs</td>
<td>New Item: SUTA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.</td>
<td>$139</td>
<td>-</td>
<td>$139</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>New Item: Supplies for After-School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19. Supplies include consumable items such as workbooks, paper, crayons/markers, needed to support instruction with less sharing between students to minimize spread of Covid.</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$0</td>
<td>$0</td>
<td>89,100,610,000,111</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Student Services</td>
<td>New Item: Provide nurse during student summer learning opportunities to provide additional learning opportunities to make up for learning loss from the impact of COVID19. This cost was calculated based on a contract for 3 hours per day, during the 3-week summer school.</td>
<td>$2,560</td>
<td>$1,260</td>
<td>$1,300</td>
<td>$0</td>
<td>89,213,323,000,011</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>New Item: Additional instructional material supplies (markers, paper, pouch documents, index cards, blocks, etc) to allow for reduced sharing among students, to address SEL issues through the use of calm down boxes (39, 1 for each classroom) of supplies to encourage hands on learning and reduce stress, and Eureka Math® student sets (17) to address identified learning loss due to the impact of COVID19.</td>
<td>$20,167</td>
<td>$20,167</td>
<td>$0</td>
<td>$0</td>
<td>89,100,610,000,012</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>New Item: Additional consumable instructional material supplies address SEL issues through Second Step®, and literacy resources (Heggerty - 33 sets) to address phonemic awareness curriculum to address identified learning loss due to the impact of COVID19.</td>
<td>$4,105</td>
<td>$4,105</td>
<td>$0</td>
<td>$0</td>
<td>89,100,644,000,012</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Temporary 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>New Item: Substitutes for Certified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost is calculated based on an estimated 620 sub hours @ $15.79 per hour. This amounts to approx 1/3 of the sub time utilized last year.</td>
<td>$9,800</td>
<td>$9,800</td>
<td>$0</td>
<td>$0</td>
<td>89,100,115,000,016</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Temporary Salaries for Non-Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: Substitutes for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost is calculated based on an estimated 938 sub hours @ $10.45 per hour.</td>
<td>$ 9,800</td>
<td>$ -</td>
<td>$ 9,800</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>125,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Overtime Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: OT for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19. This cost reflects supported instruction that puts classified staff (25) into overtime status.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>126,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: FICA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>221,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: SUTA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ 60</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>260,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Temporary 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>New Item: Additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing. 29 teachers providing extra 15 minutes @$30 per hour, 162 days.</td>
<td>$ 35,235</td>
<td>$ -</td>
<td>$ 35,235</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>115,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: FICA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.</td>
<td>$ 2,696</td>
<td>$ -</td>
<td>$ 2,696</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>221,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: SUTA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.</td>
<td>$ 106</td>
<td>$ -</td>
<td>$ 106</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 89,000</td>
<td>260,000</td>
<td>016</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction Tuition Reimbursement</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: Reimbursement for sub licenses for existing staff in order to maintain in-person learning when teachers are in quarantine or isolation due to Covid. Reimbursement for the cost of sub licensing is paid only upon receipt of the cost incurred by the staff member.</td>
<td>$1,200</td>
<td>$600</td>
<td>$600</td>
<td>$89,000</td>
<td>$250,000</td>
<td>016</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction Temporary 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>New Item: Increased sub pay rate to $30/hour if a certified teacher subs on their plan time in regard to sub shortage and increased demand for subs during COVID19. Cost is estimated on 940 hours of sub time.</td>
<td>$9,403</td>
<td>$9,403</td>
<td>$9,403</td>
<td>$89,000</td>
<td>$15,000</td>
<td>016</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction FICA - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: FICA on increased sub pay rate to $30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.</td>
<td>$720</td>
<td>$720</td>
<td>$720</td>
<td>$89,000</td>
<td>$210,000</td>
<td>016</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: SUTA on increased sub pay rate to $30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.</td>
<td>$30</td>
<td>$30</td>
<td>$30</td>
<td>$89,000</td>
<td>$260,000</td>
<td>016</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction Temporary 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>New Item: Certified Staff: USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Calculated based upon current full-time certified staff 178 @ $500 ea</td>
<td>$89,000</td>
<td>$89,000</td>
<td>$89,000</td>
<td>$89,000</td>
<td>$15,000</td>
<td>016</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-072-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Salaries for Non-Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: Classified Staff; USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district’s ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students having a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. 178 Classified @ $500</td>
<td>$89,000</td>
<td></td>
<td></td>
<td></td>
<td></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>
<tr>
<td>234-1-073-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: FICA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district’s ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students having a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester.</td>
<td>$13,617</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234-1-074-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: SUTA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district’s ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students having a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester.</td>
<td>$534</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Overtime Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: Overtime salaries for janitorial staff to maintain enhanced cleaning protocols due to COVID-19. We are having difficulties due to labor shortages in getting substitutes to cover these hours. This cost was calculated based on hours needed for this last year and estimated at 118 hours. We are projecting less overtime needed next year.</td>
<td>$3,500</td>
<td>$-</td>
<td>$2,000</td>
<td>$1,500</td>
<td>$-</td>
<td>89,262</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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Temporary Salaries for Non-Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: Substitutes for when drivers are in quarantine or isolation due to COVID-19 to continue providing necessary student transportation. This cost is calculated at 26 hours for bus driver overtime.</td>
<td>$250</td>
<td>$-</td>
<td>$250</td>
<td>$-</td>
<td>$-</td>
<td>89,271</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>FICA - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: FICA on substitutes for when drivers are in quarantine or isolation due to COVID-19 to continue providing necessary student transportation.</td>
<td>$19</td>
<td>$-</td>
<td>$19</td>
<td>$-</td>
<td>$-</td>
<td>89,271</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Item: SUTA on substitutes for when drivers are in quarantine or isolation due to COVID-19 to continue providing necessary student transportation.</td>
<td>$1</td>
<td>$-</td>
<td>$1</td>
<td>$-</td>
<td>$-</td>
<td>89,271</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  |  Emporia USD #253

Applicant / Mailing Address

1700 W 7th Ave
Emporia, KS 66801

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  danielle.rollman@usd253.net

Applicant / Phone Number  |  6203412224

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

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

Application details

Full District Name  |  Emporia Public Schools

District Number  |  253
Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous years.

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.

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

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

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district’s general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to
purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Retention premium pay of $1000 per active employee paid in 2 installments of $500 after second and third trimesters. (fill positions needed the most to address students' needs, increase retention rates, more focus is put on trained employees rather than having to initiate training for new staff as a result of frequent turnover)

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

- Increased in-person attendance for students and staff
- Pre- and post-academic skill data
- Decreased positive cases and trend data
- Decreased quarantines
- Increased retention rates of certified and classified staff

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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 other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

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

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

Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency. Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Danielle Rollman

Date | 10/27/2021

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 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>253-1-001-20211214</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>Supplies for summer school to address the learning loss of students and prevent the &quot;summer slide&quot;</td>
<td>$3,000</td>
<td>$ -</td>
<td>$3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 1000 00 0000 755 00 610</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>253-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Intereducational, Interagency Purchased Services</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Transportation to get students from their home school to the applicable summer school site.</td>
<td>$4,000</td>
<td>$ -</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 2700 00 0000 755 00 590</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>253-1-003-20211214</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>Teachers hourly wage to teach summer school to address learning loss of students and prevent the &quot;summer slide&quot;</td>
<td>$70,500</td>
<td>$ -</td>
<td>$70,500</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 1000 01 0000 755 00 110</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td></td>
<td>253-1-004-202112 14</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>Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the “summer slide”</td>
<td>$22,500</td>
<td>$22,500</td>
<td>$22,500</td>
<td>076 E 1000 01 0000 755 00 120</td>
<td>Approved at 6/9/2021 State Board Meeting. New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19. For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year. Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal.</td>
<td></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>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>253-1-005-202112 14</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>The required benefits (Social Security) that goes with the teacher and teacher aide wages above</td>
<td>$7,100</td>
<td>$7,100</td>
<td>$7,100</td>
<td>076 E 1000 01 0000 755 00 220</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>253-1-006-202112 14</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>Provide social-emotional support to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester</td>
<td>$65,500</td>
<td>$65,500</td>
<td>$65,500</td>
<td>076 E 2100 01 0071 000 00 110</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>253-1-007-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>The required benefits (Social Security) that goes with the guidance counselor wages above</td>
<td>$5,050</td>
<td>$5,050</td>
<td>$5,050</td>
<td>076 E 2100 01 0071 000 00 220</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>253-1-008-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$225,000</td>
<td>$225,000</td>
<td>$225,000</td>
<td>076 E 1000 01 0000 000 00 151</td>
<td>Approved at 10/12/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional Compensation paid to Instructional aides and assistants</td>
<td>Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$250,000</td>
<td>$250,000</td>
<td>$0</td>
<td>$0</td>
<td>076 E 1000 01 0000 000 00 152</td>
<td>Approved at 10/12/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day</td>
<td>$250,000</td>
<td>$250,000</td>
<td>$0</td>
<td>$0</td>
<td>076 E 1000 01 0000 000 00 110</td>
<td>Approved at 10/12/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
<td>$0</td>
<td>076 E 1000 01 0000 000 00 120</td>
<td>Approved at 10/12/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Required social security benefits due to the additional pay</td>
<td>$59,375</td>
<td>$59,375</td>
<td>$0</td>
<td>$0</td>
<td>076 E 1000 01 0000 000 00 220</td>
<td>Approved at 10/12/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Updated: This afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social-emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.</td>
<td>$480,556</td>
<td>$480,556</td>
<td>$0</td>
<td>$0</td>
<td>076 E 2100 00 0000 000 00 300</td>
<td>Change Request-Was approved for $350,000 in SFY 2022 at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $500 on their March payroll check and June payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$460,000</td>
<td>$ -</td>
<td>$460,000</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 1000 01 0000 0000 00 151</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to instructioanl aides and assistants</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $500 on their March payroll check and June payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$715,000</td>
<td>$ -</td>
<td>$715,000</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 1000 01 0000 0000 00 152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New: Required social security benefits due to the additional pay</td>
<td>$90,000</td>
<td>$ -</td>
<td>$90,000</td>
<td>$ -</td>
<td>$ -</td>
<td>076 E 1000 01 0000 0000 00 220</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  Wichita Public Schools

Applicant / Mailing Address

903 S Edgemoor
Wichita, KS 67218

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  dstroot@usd259.net

Applicant / Phone Number  |  316-973-4000

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

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

Applicant / Website Address (if applicable)  |  usd259.org
<table>
<thead>
<tr>
<th>Application details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full District Name</strong></td>
</tr>
<tr>
<td><strong>District Number</strong></td>
</tr>
<tr>
<td>**Mailing Address</td>
</tr>
<tr>
<td><strong>Mailing City</strong></td>
</tr>
<tr>
<td>**Mailing Address</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td>**Authorized Representative of the District</td>
</tr>
<tr>
<td><strong>Would you like to additional district representatives to the application?</strong></td>
</tr>
<tr>
<td>**Other District Representative 1</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.

COVID-19 has had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 enrollment leading to a $12 million funding loss for the District. The District also lost about $3 million in Nutrition Services revenue and about $1 million in Medicaid reimbursement. The District moved quickly to invest over $24 million in technology in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined. Technology expenses, including internet access, has only grown from there. As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on the mental health needs of both students and staff, expressing needs for more counselors, social workers, psychs and other mental health supports for students who have feelings of isolation, depression, anger and disengagement. ELL students in particular have high mental health needs as the language barrier exacerbated the emotional trauma. Our students with disabilities lost the ability to peer model for most of the school year, particularly those who were medically fragile. Our homeless population, normally around 1000 annually, dipped to 450 at one point, indicating our homeless students were not captured by the normal safety nets in place. Learning loss is still being measured, but the needs assessment indicates students will need a lot of academic support to recover, starting with robust summer school in 2021.

Does the district have remaining ESSER I funding that it has not yet spent as of
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.
Wichita Public Schools will use the ESSER II funds to support: Summer School, needed facilities work, instructional support and human capital to address learning loss, student recovery, technology, mental health supports including behaviors as a result of being remote and/or struggling with trauma, and staff retention.

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

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional data.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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: Dee Dee Stroot
Date: 10/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream 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>259-14</td>
<td></td>
<td></td>
<td>Change Request- Originally approved for $10,532,600.00 increase cost to $11,229,400.00: Due to pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Expenditure(s) ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,229,400</td>
<td>$10,532,600</td>
<td>$696,800</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK-2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.

$ 1,467,400

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$ 39,000
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Social Security Contributions</th>
<th>11A. Planning and Implementing Summer Learning or Enrichment Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-004-2021</td>
<td>$67,640</td>
<td>-</td>
<td>$10,630</td>
</tr>
<tr>
<td>112-12</td>
<td>$67,640</td>
<td>-</td>
<td>$10,630</td>
</tr>
<tr>
<td>006-1</td>
<td>$67,640</td>
<td>-</td>
<td>$10,630</td>
</tr>
<tr>
<td>$845,000</td>
<td>$845,000</td>
<td>-</td>
<td>$10,630</td>
</tr>
</tbody>
</table>

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Certified Teachers for Summer Safari.

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>110,000</td>
<td>110,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting.
Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$31,140 $4,910 $381,000

Certified Teachers for Summer Exploration.

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Eligible District Allocation</th>
<th>Instructional Support and Materials (includes computer software)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$80,000</td>
<td>$80,000</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting.
| 259-1-014-202 | Eligible | Direct Allocation | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| 112 | 14 | | $170 | $170 | $ - | $ - | $ - | 5 | Approved at 7/13/2021 State Board Meeting. |

| 259-1-015-202 | Eligible | Direct Allocation | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| 112 | 14 | | $13,000 | $13,000 | $ - | $ - | $ - | 5 | Approved at 7/13/2021 State Board Meeting. Per applicant, 5 Certified Teachers for 8th Grade Math Bridge Academy. |

| 259-1-016-202 | Eligible | Direct Allocation | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| 112 | 14 | | $2,000 | $2,000 | $ - | $ - | $ - | 5 | Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.). |
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>2020-21</th>
<th>Eligible Direct Allocation</th>
<th>Social Security Contributions</th>
<th>Planning and Implementing Summer Learning or Enrichment Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>8,270</td>
<td>$1,300</td>
<td>$108,000</td>
</tr>
<tr>
<td>Approved</td>
<td>7/13/2021 State Board Meeting.</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Social Security Contributions</th>
<th>Other Employee Benefits</th>
<th>Salaries</th>
<th>Planning and Implementing Summer Learning or Enrichment Programs</th>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,580</td>
<td>$11,580</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>$5</td>
</tr>
<tr>
<td>$1,860</td>
<td>$1,860</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>$5</td>
</tr>
<tr>
<td>$151,000</td>
<td>$151,000</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>$5</td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$4,800

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$1,150

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$190

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$190

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$15,000  
$19,440  
$3,070  
$15,000  
$19,440  
$3,070  

Approved at 7/13/2021 State Board Meeting. Per applicant, 2 Certified Teachers for July Learning Center.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Cost</th>
<th>Cost</th>
<th>Cost</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Programs</td>
<td>$254,000</td>
<td>$254,000</td>
<td>$8,190</td>
<td>$8,190</td>
</tr>
<tr>
<td>Summer Programs</td>
<td>$1,310</td>
<td>$1,310</td>
<td>$8,190</td>
<td>$8,190</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting. Per applicant, 22 nurses & 44 CST staff for Summer Safari.

Approved at 7/13/2021 State Board Meeting.

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

**Program Details**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Programs</td>
<td>$107,000</td>
<td>Offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
</tr>
<tr>
<td>$230</td>
<td>Offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td></td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

---

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

---

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

---

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

---

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>District</th>
<th>Support Services (Students)</th>
<th>Soc. Security Contributions</th>
<th>Planning and Implementing Summer Learning or Enrichment Programs</th>
<th>11A. Planning and Implementing Summer Learning or Enrichment Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>259-1-038-202-112</td>
<td>$48,000</td>
<td>$4,060</td>
<td>$650</td>
<td></td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting.

5. Approved at 7/13/2021 State Board Meeting. Per applicant, 8 nurses & 16 CST staff for Extended Learning Opportunity.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Element</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinators for Summer Safari.</td>
<td>$53,000</td>
<td>$53,000</td>
<td>$340</td>
<td>$340</td>
<td>7/13/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>

Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Element</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinators for Summer Safari.</td>
<td>$2,070</td>
<td>$2,070</td>
<td>$0</td>
<td>$0</td>
<td>7/13/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>

Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Element</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Cost 3</th>
<th>Cost 4</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinators for Summer Safari.</td>
<td>$340</td>
<td>$340</td>
<td>$0</td>
<td>$0</td>
<td>7/13/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$27,000

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$230

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$50

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff, and students, multiple stakeholders expressed the need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Programs are being offered at all levels (prek to 12th grade) to those students who performed learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff, and students, multiple stakeholders expressed the need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 770</td>
</tr>
</tbody>
</table>

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 49,000</td>
</tr>
</tbody>
</table>

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 390</td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$70 $70 $ - $ - $ - $ Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$5,000 $5,000 $ - $ - $ - $ Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Coordinator for HS Learning Center.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$22,000 $22,000 $ - $ - $ - $ Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Clerical Support for Summer Safari.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
### Summer Programs

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
<th>Cost</th>
<th>$</th>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for HS Learning Center.</td>
<td>$1,840</td>
<td>$1,840</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>$300</td>
<td>$300</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>$2,000</td>
<td>$2,000</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Eligible Direct All</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>259-1-062-202</td>
<td></td>
<td></td>
<td>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td></td>
</tr>
<tr>
<td>259-1-063-202</td>
<td></td>
<td></td>
<td>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$160</th>
<th>$160</th>
<th>$ -</th>
<th>$ -</th>
</tr>
</thead>
<tbody>
<tr>
<td>$160</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>$300,000</th>
<th>$300,000</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved at 7/13/2021 State Board Meeting</td>
<td>Approved at 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

| $66,683 | 66,683 | - | $ | - | - |

Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

| $43,000 | 43,000 | - | $ | - | - |

Approved at 7/13/2021 State Board Meeting. Per applicant, 44 Cooks & Aides for Summer Safari.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$3,290 $530 $22,000

Approved at 7/13/2021 State Board Meeting.

Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Cooks & Aides for Summer Exploration.
| 259-1-071-2021 112 14 | Eligible Directors | Food Services Operations | Social Security Contributions | Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $1,690 | $1,690 | - | - | $5, Approved at 7/13/2021 State Board Meeting | 6 0 1 3 3 1 0 0 0 2 |
| 259-1-072-2021 112 14 | Eligible Directors | Food Services Operations | Other Employee Benefits | Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $280 | $280 | - | - | $5, Approved at 7/13/2021 State Board Meeting | 6 0 1 3 3 1 0 0 0 2 |
### 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery

Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.

<table>
<thead>
<tr>
<th>Amount</th>
<th>($270,000)</th>
<th>($90,000)</th>
<th>($90,000)</th>
<th>($90,000)</th>
</tr>
</thead>
</table>

Approved at 7/13/2021 State Board Meeting.

---

### 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery

Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.

<table>
<thead>
<tr>
<th>Amount</th>
<th>($49,800)</th>
<th>($16,600)</th>
<th>($16,600)</th>
<th>($16,600)</th>
</tr>
</thead>
</table>

Approved at 7/13/2021 State Board Meeting.
Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 20,100</td>
<td>$ 6,700</td>
<td>$ 6,700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ 19,200</td>
<td>$ 6,400</td>
<td>$ 6,400</td>
<td></td>
</tr>
</tbody>
</table>
The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<table>
<thead>
<tr>
<th>Position</th>
<th>Cost (FTE)</th>
<th>State Match (FTE)</th>
<th>Local Match (FTE)</th>
<th>Total (FTE)</th>
<th>Approved Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>$422,280</td>
<td>$140,760</td>
<td>$140,760</td>
<td>$140,760</td>
<td>5</td>
<td>7/13/2021</td>
</tr>
<tr>
<td>$225,095</td>
<td>$75,032</td>
<td>$75,032</td>
<td>$75,032</td>
<td>5</td>
<td>7/13/2021</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting.
The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

$139,246
$46,415
$46,415
$46,415

Approved at 7/13/2021 State Board Meeting.
The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform schoolwork. For staff, the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program, but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical, mental and financial health impacts of COVID on students and families. We plan to expand our EAP services, including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally, we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years, making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one.

In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what was needed to be addressed. The district would like to increase the allocation of all existing para FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

**Change Request:** Originally approved for $11,866,323.53 reduce cost to $7,389,096.77: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what was needed to be addressed. The district would like to increase the allocation of all existing para FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.
Change Request - Originally approved for $4,497,406 reduce cost to $2,769,287: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

| $ 2,769,287 |
| --- | --- | --- | --- |

Approved at 10/12/2021 State Board Meeting.

Change Request - Originally approved for $907,773.75 reduce cost to $565,265.90: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

| $ 565,266 |
| --- | --- | --- | --- |

Approved at 10/12/2021 State Board Meeting.
### Change Request: Originally approved for $432,377.73 increase to $965,204.70

The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the school to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

<table>
<thead>
<tr>
<th>FTE</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$965,205</td>
<td>$-</td>
<td>$965,205</td>
<td>$-</td>
</tr>
<tr>
<td>Approved at 10/12/2021 State Board Meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Change Request: Originally approved for $282,970.16 reduce cost to $61,856.32

The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

<table>
<thead>
<tr>
<th>FTE</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$61,856</td>
<td>$-</td>
<td>$61,856</td>
<td>$-</td>
</tr>
<tr>
<td>Approved at 10/12/2021 State Board Meeting. Per applicant, Number of current staff - 9. Of those FTE, 2 are vacant. They have the potential affect all students who receive a related service as they are floated to multiple buildings and support where needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Request</td>
<td>Cost</td>
<td>$</td>
<td>Cost</td>
<td>$</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>---</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>Originally approved for $126,160.80 reduce cost to $61,080.00: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID.</td>
<td>$61,080</td>
<td>-</td>
<td>$61,080</td>
<td>-</td>
</tr>
<tr>
<td>Change Request: Originally approved for $21,647.22 reduce cost to $4,732.01: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID.</td>
<td>$4,732</td>
<td>-</td>
<td>$4,732</td>
<td>-</td>
</tr>
</tbody>
</table>

The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

<table>
<thead>
<tr>
<th>Social Security Contributions (Students)</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allotment Sevices (Students)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>5</td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable population</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>

Every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.
Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<table>
<thead>
<tr>
<th>259- 090-020</th>
<th>Eligible</th>
<th>Direct</th>
<th>Support</th>
<th>Allocation</th>
<th>Service</th>
<th>Ins</th>
<th>12. Addressing learning loss among students, including vulnerable population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Change Request- Originally approved for $11,994.00 reduce cost to $2,597.19: The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>approved at 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>approved at 7/13/2021 State Board Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>259- 090-020</th>
<th>Eligible</th>
<th>Direct</th>
<th>Support</th>
<th>Allocation</th>
<th>Service</th>
<th>Ins</th>
<th>12. Addressing learning loss among students, including vulnerable population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>approved at 10/12/2021 State Board Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>259- 090-020</th>
<th>Eligible</th>
<th>Direct</th>
<th>Support</th>
<th>Allocation</th>
<th>Service</th>
<th>Ins</th>
<th>12. Addressing learning loss among students, including vulnerable population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>approved at 7/13/2021 State Board Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>259- 090-020</th>
<th>Eligible</th>
<th>Direct</th>
<th>Support</th>
<th>Allocation</th>
<th>Service</th>
<th>Ins</th>
<th>12. Addressing learning loss among students, including vulnerable population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>approved at 7/13/2021 State Board Meeting</td>
</tr>
</tbody>
</table>
Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught.

Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<table>
<thead>
<tr>
<th></th>
<th>Eligible Direct Action</th>
<th>Social Security Contributions</th>
<th>Other Employee Benefits</th>
<th>Approved at 7/13/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>$45,900</td>
<td>$15,300</td>
<td>$15,300</td>
</tr>
<tr>
<td>12</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>$12,600</td>
<td>$4,200</td>
<td>$4,200</td>
</tr>
</tbody>
</table>
Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

Approved at 7/13/2021 State Board Meeting.

The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBSR5) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

Approved at 7/13/2021 State Board Meeting.
### Providing Mental Health Services and Supports

The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<table>
<thead>
<tr>
<th></th>
<th>259-1-096-2021</th>
<th>259-1-095-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$48,104</td>
<td>$77,694</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>
The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs part-time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<table>
<thead>
<tr>
<th>10. Providing mental health services and supports Salaries</th>
<th>$1,015,602</th>
<th>$ -</th>
<th>$338,534</th>
<th>$338,534</th>
<th>$338,534</th>
</tr>
</thead>
</table>

**Change Request:** Originally approved for $478,644.66; reduce cost to $206,973.44. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

<table>
<thead>
<tr>
<th>12. Addressing learning loss among students, including vulnerable population Salaries</th>
<th>$206,973</th>
<th>$ -</th>
<th>$206,973</th>
<th>$ -</th>
<th>$ -</th>
</tr>
</thead>
</table>

**Approved at 7/13/2021 State Board Meeting**
### Change Request - Originally approved for $169,988.40 reduce cost to $100,436.40:
The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

### Change Request - Originally approved for $36,616.32 reduce cost to $15,833.47:
The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

<table>
<thead>
<tr>
<th></th>
<th>Eligible Distribution</th>
<th></th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Allocation</td>
<td></td>
<td>Change Request - Originally approved for $100,436</td>
</tr>
<tr>
<td></td>
<td>State Appropriation</td>
<td></td>
<td>$100,436</td>
</tr>
<tr>
<td></td>
<td>State Appropriation</td>
<td></td>
<td>$100,436</td>
</tr>
<tr>
<td></td>
<td>State Appropriation</td>
<td></td>
<td>$100,436</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.
| Eligible Direct Support | 259-101-202-112-14 | 12. Addressing learning loss among students, including vulnerable populations | Change Request - Originally approved for $17,290.30 reduce cost to $5,635.17: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. |
| $ | 5,635 | - | 5,635 | - | - | - | 5 | Approved at 10/12/2021 State Board Meeting. |
| Eligible Direct Support | 259-101-202-112-14 | 12. Addressing learning loss among students, including vulnerable populations | Change Request - Originally approved for $1,473.60 reduce cost to $480: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. |
| $ | 480 | - | 480 | - | - | - | 5 | Approved at 10/12/2021 State Board Meeting. |
COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.

COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.

COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>Purchasing supplies to sanitize and clean LEA and school facilities</th>
<th>7.</th>
<th>1.</th>
<th>$270,000</th>
<th>$90,000</th>
<th>$90,000</th>
<th>$90,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>259-106-202-112-104</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESSER funds are being requested to continue the use of Zoono Z-71 surface sanitizer on school buses into the 2021-22 school year. First Student charges USD 259 a daily fee for the product and application of the product. Zoono Z71’s technology has also been adopted by USD 259’s custodial department. It coats surfaces for 30 days and uses pin-like technology to “pop” and kill viruses. Zoono-Z71 is 99.99% effective in killing the Coronavirus. If USD 259 discontinues the application of Zoono-771, surfaces in the bus will not be regularly sanitized. The applicant of Zoono-Z71 will help stop the spread of the Coronavirus for school bus passengers.

---

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instructional Professional &amp; Technical Services</th>
<th>Planning and implementing supplemental after-school programs</th>
<th>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (prek to 12th grade) to address interrupted academic instruction. One tutoring support we would like to put into place is an on-demand option called Revolution Prep. Revolution Prep is online, on-demand tutoring to help student improve skills and mastery. This online tutoring platform will be available to all secondary students (6th – 12th grade – approximately 26,000 students). It covers over 60 academic subjects. This online platform can also be used when students are in quarantine. Students can access Revolution Prep for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ grades, benchmark screeners and high school students on-track to graduate. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.</th>
<th>$500,000</th>
<th>$500,000</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>259-107-202-112-114</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.
<table>
<thead>
<tr>
<th>Direct Allocation &amp; Maintenance of Plant</th>
<th>Purchasing supplies to sanitize and clean LEA and school facilities</th>
<th>$100,000</th>
<th>$100,000</th>
</tr>
</thead>
</table>

ESSER funds are being requested to purchase Hand Sanitizer for our buildings to prevent the spread of COVID. They will be purchased and distributed in bulk and then requested as need arises at our 94 facilities.

<table>
<thead>
<tr>
<th>Direct Allocation &amp; Support Services (Students)</th>
<th>Providing mental health services and supports</th>
<th>$3,250,000</th>
<th>$3,250,000</th>
</tr>
</thead>
</table>

The district performed an initial needs assessment asking stakeholders how COVID-19 has impacted student mental health, behavior, and the ability to perform academically. In reviewing feedback from parents, staff, and students, almost every response included the need for ways to support relationships, mental health, and academics due to isolation from peers and adults. More than were anticipated, students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students and staff self-reported similar feelings about themselves. Staff also noted students having diminished focus and social skills over the past year. The district currently has schools where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing SPED students, leaving very few staff to intervene and assist with these needs. The district would like to improve student climate through Restorative Practices. The district will begin by training staff at 14 elementary schools, 15 middle schools and 3 K-8 schools. This training will reach school administrators, educators, and support staff how to explicitly build positive school climate and culture using Restorative Practices, the science of relationships and community, by adding more staff to support and intervene. This will take place over a two year period. Restorative Practices will supply Mental and Behavior support initiatives to train our adults to better support and teach our students within USD 259 to increase positive relationship building, increase the number of ways our students can self-regulate and regulate their interactions with faculty and peers. Restorative Practices empowers a diversity of voices and reduces discipline disparities based on race and gender. This is a trauma informed training that will help our faculty, staff, and administration to be more prepared and proactive in preventing behaviors and to be more informed on ways to collaborate with students when frustration rises. We will use student discipline data from 2018-19, 2019-20, and 2020-21 to compare it to the data in the coming school year. We will also leverage the use of Restorative Practices dispositions to track how often schools are using Restorative Practices vs days of suspensions. This will be tracked quarterly. SAEBRS (SEL) data will also be monitored for improvements from fall to spring. The addition of Restorative Practices will affect approximately 6,065 elementary and 10,500 middle school students. If we are getting positive results, we will roll out to high schools and additional elementary schools over the next three years.

Approved at 10/12/2021 State Board Meeting.
### Recruitment & Recover office supplies, printers, toners, and testing supplies if needed.

| Category                      | Amount
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office supplies</td>
<td>$7,000</td>
</tr>
<tr>
<td>Printers</td>
<td>$5,000</td>
</tr>
<tr>
<td>Toners</td>
<td>$1,000</td>
</tr>
<tr>
<td>Testing supplies</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. The office of recruitment & recovery distributes flyers and sends mail to students' families to get in contact with disengaged students as well as students who have left the district. These efforts are done by getting in communication with students and their families, so by providing the office of recruitment and recovery with supplies such as printers to have access to be able to print flyers and letters, as well as supplies is crucial to engage and connect with students.

### Office supplies for Behavior Health School Liaisons printers, toners, and testing supplies if needed.

| Category                      | Amount
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office supplies</td>
<td>$7,000</td>
</tr>
<tr>
<td>Printers</td>
<td>$5,000</td>
</tr>
<tr>
<td>Toners</td>
<td>$1,000</td>
</tr>
<tr>
<td>Testing supplies</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the BHSL. The 8 Behavior Health School Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information). BHSL added to support the increased number of students with mental health and social and emotional needs. These staff work with families of qualifying students by connecting them with necessary communities supports.
The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.

The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.

The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.
The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<table>
<thead>
<tr>
<th>259- Eligible</th>
<th>Direct Support Allocation (Students)</th>
<th>Social Security Co contributions (Students)</th>
<th>10. Providing mental health services and supports</th>
<th>10. Providing mental health services and supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>$103,056</td>
<td>$34,352</td>
<td>$34,352</td>
<td>$34,352</td>
<td>$34,352</td>
</tr>
<tr>
<td>$51,696</td>
<td>$17,232</td>
<td>$17,232</td>
<td>$17,232</td>
<td>$17,232</td>
</tr>
</tbody>
</table>
Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students, and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior, and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.
Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

<table>
<thead>
<tr>
<th>259-1</th>
<th>Eligible Distribution</th>
<th>Total Cost</th>
<th>$711</th>
<th>$711</th>
<th>$711</th>
<th>$711</th>
<th>5</th>
<th>Approved at 10/12/2021 State Board Meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>118-202</td>
<td>Social Services 3</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>$711</td>
<td>$711</td>
<td>$711</td>
<td>$711</td>
<td>5</td>
<td>Approved at 10/12/2021 State Board Meeting.</td>
</tr>
</tbody>
</table>

Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.
Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

$500,000 $ - $500,000 $ - $ - Approved at 10/12/2021 State Board Meeting. Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.

The health and safety of our students, staff and entering community members is a priority. ESSER funds will be used for printing costs associated with COVID precautions for all district sites. Items and documents including but not limited to: vaccine documents, SCHD guidelines, CDC guidelines, KSDE guidelines, and social distancing signs. These documents and items are provided to all Wichita Public School sites and hel communicate current guidelines in place as well as educating staff, students and community members of current protocols in place.

$500,000

$32,000

$32,000

Approved at 10/12/2021 State Board Meeting.

Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.
### 3. Providing principals and other school leaders with resources to address school needs (includings computer software)

To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. SeeSaw gives parents an immediate and personalized window into their child's school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner's location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget 1</th>
<th>Budget 2</th>
<th>Budget 3</th>
<th>Budget 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase family engagement and offer a digital platform for all of our</td>
<td>$125,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary students, ESSER funds will be used to expand SeeSaw use to grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5 (currently used with K-2 only). SeeSaw empowers students to independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>document their learning and supplies an audience for their work—their peers,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents, parents, or the world. SeeSaw gives parents an immediate and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personalized window into their child's school day. Additionally, SeeSaw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>allows the district to supply formative assessments on a platform in a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creative and collaborative way regardless of the learner's location. As we</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have shifted to a blended learning model with digital equity and access,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>there is a need to provide the software resources to understand how we can</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change content delivery and create efficiencies of time for teachers and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students. Utilizing our Mobile Device management interfaces, we will be able</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to measure the install and use of the applications on different devices,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grade levels and content areas. FY 22 will be used to determine if this</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expansion should continue and pare down which student engagement applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are effective and sustainable after the ESSERS funding sunsets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery

The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost 2021-22</th>
<th>Cost 2022-23</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Liaison Salaries</td>
<td>$1,590,435</td>
<td>$530,145</td>
<td>Approved at 10/12/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Supplies</td>
<td>$7,000</td>
<td>$5,000</td>
<td>Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for Senior Liaisons. The Senior Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information).</td>
</tr>
</tbody>
</table>
The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

$136,671 $ - $45,557 $45,557 $45,557

Approved at 10/12/2021 State Board Meeting.
### 9. Purchasing educationally related certified technology (including hardware, software, and connectivity) for the LEA’s students

1 to 1 Device (Surface Pro) Roll Out Professional Learning for Middle School Teachers. One time stipend provided to staff to come outside of contract day or during the time they must work in classrooms during report week. This 1 hour will be spent educating our teachers on how to utilize their computer efficiently and effectively and help support students who are at different learning levels and to be able to better scaffold supports for each of them. Teachers will be able to utilize their computer to enhance teacher instruction and student outcomes.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,862,960</td>
<td>$1,862,960</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,626</td>
<td>$8,626</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.

Supplementals (72) Level A Intervention Tutors.

<table>
<thead>
<tr>
<th>$</th>
<th>112,752</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>$</td>
<td>112,752</td>
</tr>
<tr>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

Approved at 10/12/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed. Headphone/supplies for Varsity Tutors

$35,000

-  $35,000

-  $ -

5

Approved at 10/12/2021 State Board Meeting.

The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.

$2,585,256

-  $861,752

-  $861,752

-  $861,752

5

Approved at 10/12/2021 State Board Meeting.
The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.

The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.

<table>
<thead>
<tr>
<th>259-112</th>
<th>Eligible</th>
<th>District Administrator</th>
<th>Support Services Instruction</th>
<th>Social Security and Health Care</th>
<th>Other Employment Benefits</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>137-202</td>
<td>Direct</td>
<td>$197,772</td>
<td>$ -</td>
<td>$ 65,924</td>
<td>$ 65,924</td>
<td>$ -</td>
<td>Approved at 10/12/2021 State Board Meeting.</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>259-112</th>
<th>Eligible</th>
<th>District Administrator</th>
<th>Support Services Instruction</th>
<th>Social Security and Health Care</th>
<th>Other Employment Benefits</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>138-202</td>
<td>Direct</td>
<td>$21,975</td>
<td>$ -</td>
<td>$ 7,325</td>
<td>$ 7,325</td>
<td>$ -</td>
<td>Approved at 10/12/2021 State Board Meeting.</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Support Services - Instruction</td>
<td>Purchased Professional Development</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>259-112</td>
<td>139-202</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141-202</td>
<td>112-14</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>112-14</td>
<td>139-202</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.

$21,000 | $ - | $21,000 | $ - |

Approved at 10/12/2021 State Board Meeting.

$34,000 | $ - | $34,000 | $ - |

Approved at 10/12/2021 State Board Meeting.

$2,601 | $ - | $2,601 | $ - |

Approved at 10/12/2021 State Board Meeting.
Addressing learning loss among students, including vulnerable populations.

As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.

Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.
### Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery

New Line Item: The pandemic has caused many hardships to our families both emotionally and financially. Families are starting to resume some normalcy and return to work. Not all families are able to take students to school and several buildings experience chronic absenteeism due to lack of transportation. One initiative that we would like to continue to fund is providing city bus passes to qualifying individuals to help with this transportation dilemma. These passes will allow students to be transported to school where they will have the opportunity to close the learning loss gap caused by COVID-19. Target audiences for Wichita Transit Bus Passes include secondary students from Low-income families, English Learners, and Racial and Ethnic minorities. Student passes will be allocated to High School students living in northwest Wichita and don't qualify for transportation. Many students in this area live more than 2 miles from the schools they are attending. Furthermore, a brochure explaining the opportunity was created in both English and Spanish and will be sent to the high school students the passes could benefit. Elementary newcomers (English Learners) who live at specific locations would be allocated 20 yearly student bus passes. Typically, schools reach out to community partners and organizations to find the funds to buy the students passes. The transportation department will work alongside schools to continue to identify students who need city bus passes. Students can use Wichita Transit outside of typical school hours. So, if students wish to stay for tutoring programs or other school sponsored events outside of the school day, they could ride the city bus home. Effectiveness will be measured by use from identified students and their school attendance.

| $20,000 | $20,000 |

### Coordination of Covid-19 preparedness and response efforts, adult and youth purchasing supplies to sanitize and clean LEA and school facilities

New Line Item: Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.

| $100,000 | $100,000 |

### Per applicant, the community donations supporting this program decreased following Covid. Historically, the district targeted specific neighborhoods, but current requests expand beyond coverage areas. The shortage of bus drivers contributes to the need.

New Line Item: Per applicant, The community donations supporting this program decreased following Covid. Historically, the district targeted specific neighborhoods, but current requests expand beyond coverage areas. The shortage of bus drivers contributes to the need.

| $100,000 | $100,000 |

### Purchasing supplies to sanitize and clean LEA and school facilities

New Line Item: Per account name, this reflects student PPE.

| $100,000 | $100,000 |
|   | Eligible Direct Instruction | General Supplies and Materials (includes computer software) | New Line Item: Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults. | $100,000 | $0 | $0 | $0 | $0 | New Line Item. Per account name, this reflects staff PPE. |
|---|---|---|---|---|---|---|---|---|
| 259-128-146-202 | 112-14 | 43 | 17 | 23 | 27 | 31 | 35 | 40 | 44 | 48 | 52 | 56 |

New Line Item: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Kindergarten – 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.

$775,000 | $0 | $775,000 | $0 | $0 | New Line Item. Per applicant, As teachers look to stay prepared for sudden shifts in instruction, reliable tools such as NearPod provide fluency from in-person to virtual learning environments. As our classrooms have reached 1:1, NearPod consolidates everything a teacher needs in one place remains critical. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Prekindergarten – 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology. NearPod's accessibility functions include Immersive Reader to provide text to speech, translation, color contrast, and additional text accessibility features within a lesson. Utilizing Microsoft Teams and Nearpod, educators are able to maintain consistency through Nearpod's live instruction. Some teachers also can asynchronous instruction to pre-record sessions, include voice recordings on slides to maintain connection, and ultimately provide a great instructional experience for all students meeting the needs of learning loss.
<table>
<thead>
<tr>
<th>General Supplies and Materials (includes computer software)</th>
<th>New Line Item: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten – 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, &amp; supporting all students’ learning styles.</th>
<th>$324,000</th>
<th>-</th>
<th>$324,000</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Line Item. Per applicant, EdPuzzle: Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten – 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, &amp; supporting all students’ learning styles.</td>
<td>$321,000</td>
<td>-</td>
<td>$321,000</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Buncee is a tool that works double duty. Teachers can use it to create and share content and engage students in learning. Buncee can be used across a variety of teaching methods – large group, small group, and station rotations. In addition, students can use Buncee to show what they know in a unique way. Teachers can use Buncee to reach students by incorporating audio, text, links, animations, and images. And it is a tool that teachers can implement across the grade levels and subject areas. As with all requested platforms addressing blended learning, they allow students to address learning loss, and also to address learning loss during times of quarantine. Additionally, while there are a lot of ways to promote Social Emotional Learning (SEL) and prosocial behavior in the classroom, one powerful way to do so is by leveraging creativity tools like Buncee to be a powerful resource for teachers wanting to embed SEL practices into their regular curriculum. Buncee’s Self-Awareness templates include a mood meter as a student emotional self-assessment tool, a personal strengths identifier tool, self-management strategies, and relationship skill builders. All of these features help set the stage for positive classroom climate and student self-efficacy.
### New Line Item: Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$602,000</td>
<td>$602,000</td>
</tr>
</tbody>
</table>

### New Line Item: An allowable ESSER use is purchasing educational technology including hardware, software and Internet connections. Last year, amidst the pandemic, we were able to purchase devices for all students and staff who needed them. This causes us to need to secure our network and we purchased Cisco firewall to address security and increased traffic needs (our current firewall is at the end of its life). Implantation allows for increase of internet traffic. We will track the increased utilization of bandwidth and improved resiliency of failover rate. This data will be tracked in WhatsUp Gold.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,420,000</td>
<td>$1,420,000</td>
</tr>
</tbody>
</table>

### New Line Item. Per applicant, BrainPop: Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.
9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district’s technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.

<table>
<thead>
<tr>
<th>259-1</th>
<th>Eligible Property Location</th>
<th>Description</th>
<th>Budget Requested</th>
<th>Funds Allocated</th>
<th>Budget Expenditures</th>
<th>New Line Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>159,460</td>
<td>New Line Item: Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.</td>
<td>$810,000</td>
<td>$159,460</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Eligible Direct Allocation Services

3. Providing principals and other school leaders with resources to address individual school needs

New Line Item: Due to Pandemic, there was a need for one-to-one technology and connectivity to support students’ and staff’s ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district’s technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Program</th>
<th>Year</th>
<th>CoP</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Line Item. Activities to address the unique needs of low-income students, students with disabilities, English Language Learners, racial/ethnic minorities, students experiencing homelessness, and foster care youth - 45 staff members will attend The Kansas Literacy Festival, hosted by Wichita's Storytime Village, is sponsoring a Literacy Through the Arts Conference at Wichita State University on Sept. 2 and 3. Geared toward PD for educators and other community stakeholders, this conference is a wonderful exploration of the ‘intersection that occurs when literacy learning uses the transformative power of the arts.’ We are requesting access Professional Development to train art and music teachers in strategies and activities that strengthen and support literacy in K-5 art and music rooms and support the mitigation of the effects that the pandemic has had on learning, especially those in the younger grades, were affected by shifts to online learning throughout the Spring of the 2019-20 and entire 2020-2021 year. To meet the Third Grade Reading Proficiency Goals, they are going to need additional support in literacy skills. When arts specialists incorporate reading, plus verbal and visual literacy into their programs, students are engaged, which helps them increase reading proficiency. This conference will provide educators with arts integration strategies to build engagement to narrow the learning gap caused by the COVID pandemic and the ensuing modifications to the learning process. Using arts to deepen cross curricular learning is proven to increase achievement for all students but shows improvement for low-income students. WPS Fine Arts educators will acquire knowledge and tools to build teaching capacity for the transformative power of the arts in all building classrooms. The goal is for teachers to learn and develop strategies to raise student achievement and success, support classroom educators, promote equity of access, nurture leadership and enliven the teaching and learning environment. This is a one-time initiative.</td>
<td>$4,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Line Item. Per applicant, As our classrooms have reached 1:1, Mosyle allows the district to centrally manage Apple devices for advanced security, monitoring, and efficient content control. Mosyle Manager allows the district to leverage a security compliance benchmark for device hardening designed specifically for K-12, ensuring that Apple devices are correctly configured without limiting expected use cases. Mosyle allows teachers to customize preferences for their classrooms and with the click of a button all devices in that class will be configured to meet teacher expectations, giving back valuable minutes for learning. For students who experience quarantine, Mosyle Manager can extend management of the school-owned iPads to parents and families giving parents tools to ensure the school-owned device is used correctly when at home.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Program</th>
<th>Year</th>
<th>CoP</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Line Item. Per applicant, As our classrooms have reached 1:1, Mosyle allows the district to centrally manage Apple devices for advanced security, monitoring, and efficient content control. Mosyle Manager allows the district to leverage a security compliance benchmark for device hardening designed specifically for K-12, ensuring that Apple devices are correctly configured without limiting expected use cases. Mosyle allows teachers to customize preferences for their classrooms and with the click of a button all devices in that class will be configured to meet teacher expectations, giving back valuable minutes for learning. For students who experience quarantine, Mosyle Manager can extend management of the school-owned iPads to parents and families giving parents tools to ensure the school-owned device is used correctly when at home.</td>
<td>$4,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### New Line Item: Under the authorized use of activities to address the unique needs of our at-risk subgroups/racial/ethnic minorities, our Native American Program would like to partner with a community organization called Arts Partners to do Native Storytelling: Bringing the Stories to the Stage. This project will help Native American students within the district (who choose to participate) gain a better understanding and appreciation for the importance and significance Native American storytelling has on their culture. This is a team building opportunity in order to come together for a common goal and in response to prolonged isolation due to the pandemic. Arts Partners and our district’s Native American program will be working directly with students, district staff & non district vendors to have the opportunity to be reintroduced to working groups, team building dynamics and social interaction. This is also an opportunity for students to learn how to re-enter group projects safely and effectively, while also gaining a renewed understanding and appreciation for Native American storytelling. The project manager will track attendance of students participating and we will look at the SEL and behavior data of those students via SAEBRS to see if there is improved social interaction and behavior. This project is one time in nature but if data supports improved social emotional needs of this subgroup, additional initiatives may be considered.

| New Line Item: When the pandemic was underway, Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year, there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure, Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches, emails, and activity inside of Microsoft Office. During normal business hours, the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student, staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students, parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours, including weekends and holidays, the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings, weekends, and holidays, and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner, as well as allow admin to focus on other initiatives. For data, the total number of alerts received, total number of notifications sent, total number of referrals to law enforcement, school resources and to community agencies, will be tracked. In addition, students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be reviewed at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves, the system will be able to filter out more of the alerts that do not pose threat to students/staff safety. | $11,000 | $ - | $11,000 | $ - | $11,000 | $ - | $11,000 |

| New Line Item. Salary to assist review of system alerts from technology use for words/phrases indicating possible student/staff safety concerns. Covid related SEL. | $27,000 | $ - | $27,000 | $ - | $27,000 | $ - | $27,000 |
New Line Item: When the pandemic was underway, Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year, there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure, Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches, emails, and activity inside of Microsoft Office. During normal business hours, the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student, staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students, parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours, including weekends and holidays, the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings, weekends, and holidays, and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner, as well as allow admin to focus on other initiatives. For data, the total number of alerts received, total number of notifications sent, total number of referrals to law enforcement, school resources and to community agencies, will be tracked. In addition, students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be reviewed at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves, the system will be able to filter out more of the alerts that do not pose threat to students/staff safety.

<table>
<thead>
<tr>
<th>Eligible Direct Allocation &amp; Maintenance of Plant</th>
<th>10. Providing mental health services and supports</th>
<th>New Line Item</th>
<th>$2,067</th>
<th>$2,067</th>
<th>$2,067</th>
<th>$2,067</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Line Item</td>
<td></td>
<td>$231</td>
<td>$231</td>
<td>$231</td>
<td>$231</td>
<td></td>
</tr>
</tbody>
</table>

New Line Item:
<table>
<thead>
<tr>
<th>Line Item</th>
<th>Description</th>
<th>Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>$133,200</td>
<td>New Line Item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff, including alternative and special days schools, that have not been trained. This training addresses learning loss by accelerating learning for all students, which starts with ensuring that school leaders have instilled instruction, systems, leadership, and culture that support raising expectations and high achievement for all. In addition to academic needs, AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning, support educators across all content areas, and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching, ultimately helping students develop the skills needed to excel in rigorous courses. Including, professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs, educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.</td>
</tr>
<tr>
<td>10.</td>
<td>$10,190</td>
<td>-</td>
<td><strong>New Line Item</strong></td>
</tr>
</tbody>
</table>
Addressing learning loss among students, including vulnerable populations.

New Line Item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff, including alternative and special days schools, that have not been trained. This training addresses learning loss by accelerating learning for all students, which starts with ensuring that school leaders have instilled instruction, systems, leadership, and culture that support raising expectations and high achievement for all. In addition to academic needs, AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning, support educators across all content areas, and are grounded in evidence-based instructional methodologies. AVID’s practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching, ultimately helping students develop the skills needed to excel in rigorous courses. Including, professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs, educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.

$54,000

New Line Item. Per applicant, Registrations costs for Digital XP or path training for determined content areas ($850 x 95 registrations). Bring in AVID to train what we are unable to train – science, math, Academic language and literacy, etc.
3. Providing principals and other school leaders with resources to address individual school needs

New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who see students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.
| Supp, All Ort Sev, Ot S (St, Dn) | 3. Providing principals and other school leaders with resources to address individual school needs | New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help students deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students' needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom. | $150,000 | 5 New Line Item |
### 3. Providing principals and other school leaders with resources to address individual student needs

**New Line Item:** The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situation. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students’ needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

| 259-112 168-202 14 | Eligible Direct Support Positions (Students) | Supplies & Materials | New Line Item: When we support instructional coaches, we support teaching and learning. Instructional coaches have the power to accelerate student achievement and “fill the gap” when they are skilled at identifying effective teaching, providing intentional and constructive feedback, co-planning around both screening and diagnostic data at grade, class, and student level, and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st, 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning, walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery, building data analysis and coaching around gaps, etc. Novice instructional coaches will be paired with a veteran coach, who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals, our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills, specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.

| 259-112 169-202 14 | Eligible Direct Support Position Salaries | New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior. In reviewing feedback from parents, staff, and students, almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons, missing school, getting sick, no food, loss of jobs for parents, moving, etc. We are dealing with the result of this plus having to educate students. We need to help student deal with the feelings they are experiencing secondary to our current situation. To help students self-regulate and deal with current anxieties related to Covid-19, Sensory spaces are being added to 3 high schools, 7 middle schools, 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again, giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students’ needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10,000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

![](attachment:image-url)
New Line Item: When we support instructional coaches, we support teaching and learning. Instructional coaches have the power to accelerate student achievement and “fill the gap” when they are skilled at identifying effective teaching, providing intentional and constructive feedback, co-planning around both screening and diagnostic data at grade, class, and student level, and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st, 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning, walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery, building data analysis and coaching around gaps, etc. Novice instructional coaches will be paired with a veteran coach, who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals, our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills, specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.

New Line Item: When we support instructional coaches, we support teaching and learning. Instructional coaches have the power to accelerate student achievement and “fill the gap” when they are skilled at identifying effective teaching, providing intentional and constructive feedback, co-planning around both screening and diagnostic data at grade, class, and student level, and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st, 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning, walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery, building data analysis and coaching around gaps, etc. Novice instructional coaches will be paired with a veteran coach, who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals, our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills, specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.
<table>
<thead>
<tr>
<th>Eligible Direct Support All Locations Services Instruction</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>New Line Item: 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, secondary office has partnered with Learning Services &amp; Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.</th>
<th>$24,750</th>
<th>$24,750</th>
<th>5 New Line Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Line Item: 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, secondary office has partnered with Learning Services &amp; Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.</td>
<td>$21,500</td>
<td>$21,500</td>
<td>5 New Line Item</td>
</tr>
</tbody>
</table>
### 3. Providing principals and other school leaders with resources to address individual school needs

New Line Item: 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, secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,645</td>
<td></td>
<td>1,645</td>
</tr>
</tbody>
</table>

### Other Employee Benefits

New Line Item: 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, secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>183</td>
<td></td>
<td>183</td>
</tr>
</tbody>
</table>

### New Line Item
### New Line Item: 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.

- **Secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it.**

  - With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Position</th>
<th>Social Security Contributions</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>New Line Item: 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. Secondary office has partnered with Learning Services &amp; Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$55,040</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,211</td>
</tr>
<tr>
<td>259-1-176-202</td>
<td>Eligible</td>
<td>Support Services - Instruction</td>
<td>Reorganization of Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
</tr>
<tr>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td>New Line Item: 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, secondary office has partnered with Learning Services &amp; Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$55,040</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,211</td>
</tr>
<tr>
<td>259-1-177-202</td>
<td>Eligible</td>
<td>Support Services - Instruction</td>
<td>Reorganization of Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
</tr>
<tr>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td>New Line Item: 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, secondary office has partnered with Learning Services &amp; Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.</td>
</tr>
</tbody>
</table>
3. Providing principals and other school leaders with resources to address individual school needs

New Line Item: 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, secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need, when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements, teachers that might be quarantined, and the potential of us going to a remote setting, we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch, learn, and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year, Phase I, will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need, so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II, we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

$76,800
We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high-schools and 2 middle-schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).

**New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.**

<table>
<thead>
<tr>
<th>Eligible Direct Support All Locations Service (Students)</th>
<th>Re</th>
<th>10. Providing mental health services and supports</th>
<th>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$649,410</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$216,470</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$216,470</td>
</tr>
</tbody>
</table>

**New Line Item: Per applicant, The district observed an increase of incidents upon students return to in person learning.** For example, one building observed discipline in one quarter that it normally observes in one year. The increased incidents create safety concerns, which directly affects the ability of teachers and students to address learning loss. The request is targeted to areas experiencing increased Covid related incidents. Further, the district continues with restorative practices training and personnel in this request will undergo the training. Follow up from applicant: They proactively assist with individuals in crisis to ensure students can stay in class and limit disruptions to learning time. Additionally, they serve as both mentors and trusted adults, providing students an adult they can connect to, who will listen, provide support and assist in addressing concerns. Using restorative practices and focusing on building relationships, allows officers to respond to classroom and school behavior concerns before the situations escalate, thereby reducing lost learning time. Officers use restorative practice methods including affective statements and small impromptu conferences to assist students in the process of taking responsibility for their behavior and repairing the harm. These relationships build community and inclusion and promote a sense of belonging for the students.

**New Line Item: Per applicant, The district observed an increase of incidents upon students return to in person learning.**

<table>
<thead>
<tr>
<th>Eligible Direct Support All Locations Service (Students)</th>
<th>So</th>
<th>10. Providing mental health services and supports</th>
<th>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$49,680</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$16,560</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$16,560</td>
</tr>
</tbody>
</table>

**New Line Item:**

<table>
<thead>
<tr>
<th>Eligible Direct Support All Locations Service (Students)</th>
<th>Ot</th>
<th>10. Providing mental health services and supports</th>
<th>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$22,350</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$7,450</td>
</tr>
<tr>
<td>259-112</td>
<td>202</td>
<td></td>
<td>$7,450</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct/All Locations</td>
<td>New Line Item</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Line Item: Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools, we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS), in school suspended (ISS), and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis, Hamilton, Southeast, East, and Heights).</td>
</tr>
</tbody>
</table>
Kansas CommonApp (2020)
2215-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

281_Graham County_ESSERII_Change

Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  Graham County USD 281

Applicant / Mailing Address

| 117 N 3rd St

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  daledeighton@usd281.com

Applicant / Phone Number  |  7854212135

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

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

Applicant / Website Address (if applicable)  |  www.usd281.com

Application details

Full District Name  |  Graham County USD 281
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has caused our students to suffer learning loss and emotional effects that we are addressing through the use of technology, summer school, and counselors.

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.

USD 281 is using the funds to purchase technology that will help relieve the learning loss that our students have experienced. We are also using the funds for the emotional stress that our students are under. The money has been allocated to help with the extra cleaning that is being done to help prevent the spread of COVID 19.

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

We have purchased software to show the improvement our students are making with the effects of the learning loss and identify areas that our students may be struggling with that we are not aware of the problems if they exist.

Notes on ESSER II application Excel template:

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

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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
Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

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

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


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

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

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

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

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

6 of 7
practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

**Certification**

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

Electronic Signature | Dale Deighton

Date | 10/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Direct Allocation</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>
</tr>
</thead>
<tbody>
<tr>
<td>281-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</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>$26,880</td>
<td>$ -</td>
<td>$26,880</td>
<td>$ -</td>
<td>$ -</td>
<td>41051</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>281-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$2,057</td>
<td>$ -</td>
<td>$2,057</td>
<td>$ -</td>
<td>$ -</td>
<td>41057</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>281-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$257</td>
<td>$ -</td>
<td>$257</td>
<td>$ -</td>
<td>$ -</td>
<td>41058</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>281-1-004-20211214</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>$42,350</td>
<td>$ -</td>
<td>$42,350</td>
<td>$ -</td>
<td>$ -</td>
<td>41052</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>281-1-005-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$3,239</td>
<td>$ -</td>
<td>$3,239</td>
<td>$ -</td>
<td>$ -</td>
<td>41059</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
</tbody>
</table>

Extra cleaning of the facilities to mitigate the spread of the COVID-19 virus.

Counselor to help students deal with the stress of the pandemic and the learning loss that it has caused.
<p>| Eligible | Direct Allocation | Instruction | Other Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | unemployment | $ | $ | $ | $ | - 41060 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 281-1-006-20211214 | Support Services (Students) | 11A. Planning and implementing summer learning or enrichment programs | Teachers salaries for summer school to help with student learning loss due to the pandemic | $ 329 | $ - | $ 329 | $ - | $ - | 41050 |
| 281-1-007-20211214 | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | FICA | $ 5,000 | $ - | $ 5,000 | $ - | $ - | 41050 |
| 281-1-008-20211214 | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | $ 382 | $ - | $ 382 | $ - | $ - | 41050 |
| 281-1-009-20211214 | Other Employee Benefits | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | unemployment | $ 38 | $ - | $ 38 | $ - | $ - | 41056 |
| 281-1-010-20211214 | Purchased Professional &amp; Technical Services | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Software to test students learning loss and emotional needs. | $ 4,800 | $ - | $ 4,800 | $ - | $ - | 41099 |
| 281-1-011-20211214 | Property | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Clear touch planels to help teachers zoom with students that are remote and to help students work in the classrooms so that the teacher can determine learning loss and support the loss due to the pandemic | $ 45,000 | $ - | $ 45,000 | $ - | $ - | 41130 |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Property</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student due to the pandemic.</th>
<th>$26,552</th>
<th>$ -</th>
<th>$26,552</th>
<th>$ -</th>
<th>$ -</th>
<th>41130</th>
<th>Approved at the 6/9/2021 State Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>10. Providing mental health services and supports</td>
<td>Truma informed training and fastbridge trainings will give our teachers the tools to help our students deal with their emotional needs do to the pandemic</td>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>41100</td>
<td>Approved at the 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>Eligible 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>Computers for teachers to use everyday either remote or in the classroom. Provides a computer for each and every teacher due to the pandemic.</td>
<td>$47,950</td>
<td>$ -</td>
<td>$47,950</td>
<td>$ -</td>
<td>$ -</td>
<td>41130</td>
<td>New Line Item</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Software specialist to maintain and upgrade students and teachers computers for testing, remote and other needs that are caused by the pandemic.</td>
<td>$43,182</td>
<td>$ -</td>
<td>$43,182</td>
<td>$ -</td>
<td>$ -</td>
<td>41050</td>
<td>New Line Item</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**  |  Central Heights, USD 288

** Applicant / Mailing Address**
3521 Ellis Rd.
Richmond, KS 66080

** Applicant / First and Last Name of Owner, CEO, or Executive Director**  |  Nathan Hinrichs

** Applicant / Email Address of Owner, CEO, or Executive Director**  |  nhinrichs@usd288.org

** Applicant / Phone Number**  |  785-869-3455

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

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

Application details

**Full District Name**  |  Central Heights

**District Number**  |  288
COVID has impacted the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

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

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.

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as shaving the greatest Counseling need by our administrative team. In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with student one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

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

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

XLSX

288_CentralHeights_ESSER... (153 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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:
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  |  Nathan Hinrichs

Date  |  10/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
| Account Number | Eligible | Direct Allocation | Support Services (Students) | Eligibility Review | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Item Description | Total Expenditure ($) | Budgeted Expenditures in SFY 2021 ($) | Budgeted Expenditures in SFY 2022 ($) | Budgeted Expenditures in SFY 2023 ($) | Budgeted Expenditures in SFY 2024 ($) | Notes |
|----------------|--------|------------------|-----------------------------|-------------------|----------------|---------------|--------------|------------------|-------------------|--------------------------------|-------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------|
| 288-1-001-202 | Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic. | $66,389 | $66,389 | - | - | - | 20 | Approved at 6/9/2021 State Board Meeting |
| 288-1-002-202 | Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | Instruction | Regular Certified Salaries | 10. Providing mental health services and supports | Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a result of the pandemic. | $76,287 | $76,287 | - | - | - | 6 | Approved at 6/9/2021 State Board Meeting |
| 288-1-003-202 | Eligible | Direct Allocation | Support Services (Students) | Regular Non-Certified Salaries | Instruction | Regular Non-Certified Salaries | 2. Coordination of COVID-19 preparedness and response efforts | NEW ITEM for SY 2022-Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc. | $102,701 | $50,842 | $51,859 | - | - | 6 | New Line Item - This was a new school nurse position that was hired last year and is continuing this year. |
| 288-1-004-202 | Eligible | Direct Allocation | Support Services (Students) | Regular Non-Certified Salaries | Instruction | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium retention pay to retain experienced, trained personnel necessary to maintain the operation and continuity of programs and to prevent further learning loss due to COVID-19. CHANGE REQUEST- Updated Amount | $50,335 | $50,335 | - | - | - | 6 | Change Request- Was approved for $55,000 in SFY 2021. Contacted district for breakdown of retention incentive pay. District emailed response back with 111 staff @ $500 ea which would be $55,500. Called district back to clarify total amount and determined the number was 110 staff @ $500 ea. Additional info added into the description of the line item per phone call with the Supt. |
| Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | 10. Providing mental health services and supports | NEW ITEM for SY22: Salary and benefits for a school counselor to deal with the social and emotional needs of students, as a result of the pandemic | $ | - | $47,603 | $ | - | 6 | New Line Item - This is an additional position for this year to provide additional help with SEL. A counselor who was retiring was convinced to stay for another year. |
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 | 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 II funding that it has not yet spent as of the date of ESSER II application submission? | No

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

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. 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.

Replace 2 heating-only air handling units serving the Sylvan-Lucas Jr./Sr. High School Gymnasium. The existing equipment does not have cooling capabilities and only provides heat to the Gymnasium. The aging units have become unreliable over time causing space temperature control issues and the lack of proper ventilation. The replacement units provide reliable space temperature controls at all times of the year and will ensure that proper ventilation is provided in accordance with current International and ASHRAE ventilation codes and CDC guidance for HVAC systems to mitigate risks of Covid-19.
transmission. The engineering plans and specifications are attached. The project will include design, equipment, controls, installation, commissioning, labor, and project management.

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

We will keep track of absences within our schools. We will also use data from our testing and chart the scores from semester to semester to check to see if we are closing the gaps. Also we will use our web page which will allow our families to enter their input on the ESSER Funds.

Notes on ESSER II application Excel template:

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

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

![XLSX](299_SylvanUnifiedSchools_.xlsx) (157 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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


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

[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 | Pamela Schneider
Date | 11/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Recommendation Funding Stream</th>
<th>Function Name &amp; Maintenance of Plant</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 ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>299-1-001-202112</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>The Plan is to have Kansas Filtration/Superior Air Products install a 4 cartridge Dust Collector, 4 Cartridge Filter and Hopper w/ Barrel Lid Kit. Ducting inside to all machines w/ slide gates to run 4 pieces, clamp together ductwork. Hang ductwork and erect dust collector. Install SAC3000 Ambient Air Cleaners for Weld Shop. There will be Fire Protection with explosion vent. Also Explosion Protection and backblast damper, flamex system and infrared fogging to control sparks ignition.</td>
<td>$ 40,659</td>
<td>$ 40,659</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$-</td>
<td>07.2600.300</td>
<td>Approved at July 13th 2021 State Board Meeting. June 10: contacted Jude Strecklein for additional information regarding the new filtration system for the weld shop. This response was copied from the e mail received: “The dust and air filtration system will filter the ambient shop i the students and teachers breathe. The filters are a very high level nanofiber MERV 15 rated which provides efficiencies of 99.97 down to 0.3 micron. This is near HEPA efficiency in a self cleaning design. Most schools are going to a MERV 11 filter in their HVAC systems which is only 80% efficient at 1.0 micron. So the systems we are using are much more efficient at a smaller particle size where viruses are at the system is designed to change out the entire air 6-8 times per hour which will provide fresh air at all times.” Allowable if CDC guidelines are met. Capital Improvement documentation required.</td>
</tr>
<tr>
<td>299-1-002-202112</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Our district will purchase cleaning and sanitizing supplies such as Disinfectant cleaning supplies, Bacteria Enzyme Treatment cleaners, spray bottles and triggers, Roll towels, multifold towels, gloves, vindicator, hand soap, laundry soap, etc. for all buildings in the district.</td>
<td>$ 15,542</td>
<td>$ 15,542</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$-</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>$0</td>
<td>$0</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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Property</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Replace 2 heating-only air handling units serving the Sylvan-Lucas Jr./Sr. High School Gymnasium. The existing equipment does not have cooling capabilities and only provides heat to the Gymnasium. The aging units have become unreliable over time causing space temperature control issues and the lack proper ventilation. The replacement units provide reliable space temperature controls at all times of the year and will ensure that proper ventilation is provided in accordance with current International and ASHRAE ventilation codes and CDC guidance for HVAC systems to mitigate risks of Covid-19 transmission. The engineering plans and specifications are attached. The project will include design, equipment, controls, installation, commissioning, labor, and project management. ESSER II, ESSER III and Capital Outlay will be utilized.</td>
<td>$75,822</td>
<td>$75,822</td>
<td>$0</td>
<td>$0</td>
<td>07.2600.700</td>
<td>New Line Item. Allowable if CDC Guidelines are met. Capital Improvement documentation required.</td>
<td></td>
<td></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 | USD 309 Nickerson South Hutchinson

Applicant / Mailing Address
| 4501 West 4th

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

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

Applicant / Phone Number | 6206637141

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

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

Applicant / Federal EIN (if applicable) | 07069536

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

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

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

**Fiscal Agent / Name (if applicable)** | Kristi Rohling

**Fiscal Agent / Email (if applicable)** | krohling@usd309ks.org

---

**Application details**

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Nickerson South Hutchinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>309</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>4501 West 4th</td>
</tr>
<tr>
<td>City</td>
<td>Hutchinson</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>67501</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Penny K. Stoss</td>
</tr>
<tr>
<td>Position or Title</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:pstoss@usd309ks.org">pstoss@usd309ks.org</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>+16206637141</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>Yes</td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td><a href="mailto:krohling@usd309ks.org">krohling@usd309ks.org</a></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.

USD 309 has experienced an impact to learning and social emotional strains due to the COVID-19 since March of 2020. 1,199 students have been affected in various ways due to the pandemic. Up to 124 students have chosen not to return to school and remain in a remote learning environment. Extra measures have been taken to ensure a quality education for these students. According to the Kansas Communities That Care Survey USD 309 has seen a 7% increase in “low commitment to 3 of 8 school”. USD 309 was experiencing an increase in math proficiency until students went remote and hybrid. iReady
diagnostics winter of 2020 (prior to covid) listed 14% in the “at risk” range and when students returned in the fall, we had a jump of 46% in the “at risk” range. This is more than the typical ‘summer slide’ that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn't available however, the fall data shows that 39% of the USD 309 students fall in the “at risk” range. USD 309 did note an increase in the growth once the students were back to onsite learning.

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

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

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

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

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


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

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

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

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

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

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

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

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

USD 309 will continue to implement health safety measures in all buildings per the CDC and Reno County Health Departments recommendations. Health safety measure may include the continued use of additional cleaning supplies. USD 309 will put in strategies to close the gap in learning that occurred for students during quarantining, bouts of remote learning and access to learning materials (technology or resources). These strategies include a summer school and tutoring for grades 1 – 12. A summer partnership with our mental health provider will continue through the summer months.

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

Due to the stress, anxiety, and the many mitigations associated with covid, together with our current and forecasted labor shortages, we will pay a retention premium of $1,000 ($500 in November and $500 after July 1st) per staff member in order to keep our buildings fully staffed. This is to retain all Full-time and Part-time licensed and classified staff currently employed by the district. This does not include temporary, seasonal, substitutes, or on-call staff.

USD 309 will continue with MTSS strategies but will expand the learning by adding staff to bring down the numbers to meet the identified needs of each student in reading, math and social emotional learning. One teacher and classroom space will be temporarily added to regain control of learning loss.

A continued concentration for blended and virtual learning resources will assist students with credit recovery and learning beyond the classroom walls. Virtual courses and credit recovery will be offered at the high school which will need additional staff hours to manage the new workload associated with courses.

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

USD 309 has several data points already in place to measure student success and will continue to use these assessments while implementing additional data collection points at the conclusion of summer school and tutoring. Data used will include Fastbridge and iReady to progress monitor both reading and mathematics skills. Other data reviewed will be the number of students passing credit recovery course work and number of students removed from the “at risk” category in reading, math, and social emotional skills. Mental Health and office referrals will be reviewed at regularly scheduled monthly meetings. Other data to note health safety success will be the number of student and staff absences due to illness and quarantines related to COVID-19.

Notes on ESSER II application Excel template:
• Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

• Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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.

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

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

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

Certification

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

Electronic Signature    | Penny K. Stoss

Date                    | 04/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommandation</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>309-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A: Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE REQUEST: USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 - 12 in an effort to reach a minimum of 20% of its population.</td>
<td>$127,132</td>
<td>$72,000</td>
<td>$62,000</td>
<td>$65,000</td>
<td>-</td>
<td>95-1000-111</td>
<td>Change Request Was approved for $75,000 in SFY 2021, $120,000 in SFY 2022, and $120,000 in SFY 2023 at 5/11/2021 State Board Meeting</td>
</tr>
<tr>
<td>309-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A: Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE REQUEST: USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 - 12 in an effort to reach a minimum of 20% of its population.</td>
<td>$200</td>
<td>-</td>
<td>$100</td>
<td>$100</td>
<td>-</td>
<td>95-1000-215</td>
<td>Change Request Was approved for $200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting</td>
</tr>
<tr>
<td>309-1-003-20211214</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>CHANGE REQUEST: USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 - 12 in an effort to reach a minimum of 20% of its population.</td>
<td>$10,002</td>
<td>-</td>
<td>$5,000</td>
<td>$5,000</td>
<td>-</td>
<td>95-1000-220</td>
<td>Change Request Was approved for $1,200 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting</td>
</tr>
<tr>
<td>309-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A: Planning and implementing summer learning or enrichment programs</td>
<td>USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 - 12 in an effort to reach a minimum of 20% of its population.</td>
<td>$200</td>
<td>-</td>
<td>$100</td>
<td>$100</td>
<td>-</td>
<td>95-1000-250</td>
<td>Change Request Was approved for $100 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting</td>
</tr>
<tr>
<td>309-1-005-20211214</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>CHANGE REQUEST: The additional course of prealgebra will be added at the high school for students coming in from the middle school not academically ready for an algebra class. To teach and/or reteach foundational reading skills that were missed in the lower grades upper grade teachers will be trained and implement the Reading Horizons program.</td>
<td>$78,000</td>
<td>$26,000</td>
<td>$26,000</td>
<td>$26,000</td>
<td>-</td>
<td>95-1000-650</td>
<td>Change Request Was approved for $40,000 in SFY 2021, 2022, and 2023 at 5/11/2021 State Board Meeting</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

**USD 309 will put in a temporary classroom structure to decrease classroom size at grade 4. This will ensure small group numbers for MTSS reading, math and social emotional instruction in addition allowing continued social distancing.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Request: Summer school staff will receive 1 full day of professional development to learn skills needed to implement science of reading skills as the relate to summer school curriculum. USD 309 teachers will receive additional training in the science of learning and math teaching strategies. 1st year teachers not receiving a face-to-face student teaching experience will receive additional support through a mentoring program.</td>
<td>$8,325</td>
</tr>
<tr>
<td>Change Request: USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19</td>
<td>$22,540</td>
</tr>
<tr>
<td>Change Request:USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19</td>
<td>$21</td>
</tr>
<tr>
<td>Change Request:USD 309 will hire additional custodial staff to assist with procedures to clean and sterilize as it relates to COVID-19</td>
<td>$641</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Health Services</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Health Services</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Health Services</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Health Services</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction Supplies-Technology Related</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>School Library Services</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>309-1-016-202112 14</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>309-1-017-202112 14</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>309-1-018-202112 14</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>309-1-019-202112 14</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>309-1-020-202112 14</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Hardware Maintenance and Support</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>0</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Monitoring Services</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
</tr>
</tbody>
</table>
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District
Applicant / Entity Name | USD 323 Rock Creek
Applicant / Mailing Address
9353 Flush Road
St. George, KS 66535

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kevin Logan
Applicant / Email Address of Owner, CEO, or Executive Director | logank@rockcreekschools.org
Applicant / Phone Number | 785-494-8597

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

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The mission of USD 323 Rock Creek has been negatively impacted during both the 2019-2020 and 2020-2021 School years. The abrupt cancellation of classes and the move to our “Continuous Learning” format in March 2020 slowed or stopped the academic growth of many of our most at-risk students, 564 of our 1150 students meet one or more of the at-risk criteria. The choice of a “remote” learning option, and the disruptions caused by student and staff quarantines, further advanced learning loss, especially for the at-risk children. In addition to learning remotely; our in-person learners and staff had to communicate while having their faces covered. We also took time hourly to wash or sanitize our hands and cleaning frequently touched surfaces, taking even more time away from the teaching/learning process. In both school years, the educational environment was not ideal and teachers could not be as effective as they have been in previous years in educating our children.

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

No

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

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 educationsal agency on sanitation and minimizing the spread 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) Administrating and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 323 has already used some ESSER 2 funds to:
- Provide wellness/temperature checks when students & staff enter the building,
- Subscribe to learning links (software and on-line programming) when students chose remote or when they were quarantined, and Hire licensed staff to direct and monitor “remote” learners.
USD 323 will use ESSER 2 funds to:
- Offer a meaningful and focused summer school opportunity for our most at-risk students, Present targeted professional development opportunities for our faculty on trauma, specifically related to trauma experienced during the Covid pandemic, Extend learning opportunities beyond the regular school day, and Supply teachers with additional resources: i.e. hands-on, software, and workbook based to help with learning loss during the pandemic. "New Items"
Provide “premium pay” for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community. (Dec. 2020)
Provide “premium pay” as retention for 323 Staff (1/2 time +), Dec. 2021.
Purchase:
DeCodeable Readers/Fly Leaf Publishing Emergent Reader Series-Nov. 2021
Really Great Reading-Letter Tile Phonics Kits-Nov. 2021
Didax Math Manipulatives-Nov. 2021
S.P.I.R.E multisensory reading program-Sept 2021

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

We have looked at:
Student growth on: State Assessments, FastBridge, and Classroom Assessments.
"New Item" We will pay our returning employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. Our intent will be to utilize some of our ESSER III funds in the same manner through fall 2024, as an incentive to keep our quality staff as both the worker and teacher pools are quite shallow.
Rock Creek Schools will utilize Letter Tiles, Decodable readers, Math Manipulatives, and On-Line Edgenuity as tools to help students recover from academic losses and lessened academic growth during the Covid19 pandemic. We will evaluate the effectiveness of these resources through growth shown on assessments.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

- Discrimination on the basis of 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)
A State and a subgrantee shall keep records to show its compliance with program requirements.

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

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

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

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

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

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature: Kevin Logan

Date: 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>323-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Training to all staff on Trauma Informed Care especially the impact due to covid-19. “Change Request” added an additional staff development day and New Directions Employee Assistance Program (EAP). The EAP provides information, short-term counseling, advice, and referrals from licensed professionals who understand the typical stresses we all face day in and day out.</td>
<td>$12,500</td>
<td>$-</td>
<td>$12,500</td>
<td>$-</td>
<td>$-</td>
<td>67310</td>
<td>Change Request- Was approved for $5,000 in SFY 2022.</td>
</tr>
<tr>
<td>323-1-002-20211214</td>
<td>Eligible</td>
<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>Purchase of Math Manipulatives and other curricular resources for Math. Local assessment data indicates learning loss related to math during the covid-19 timeframe. “Change Request” decreased amount to add Reading resources that are needed at this time</td>
<td>$23,694</td>
<td>$-</td>
<td>$23,694</td>
<td>$-</td>
<td>$-</td>
<td>67250</td>
<td>Change Request- Was approved for $31,000 in SFY 2022</td>
</tr>
<tr>
<td>323-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Acellus and Edenuity will provide supplemental instructional and curricular resources to address learning needs of students in a remote environment. In addition these programs will be used to supplement in class teacher instruction. Need for this is due to loss of instruction time during covid-19. “Change Request” Decrease $426,</td>
<td>$42,196</td>
<td>$35,061</td>
<td>$7,135</td>
<td>$-</td>
<td>$-</td>
<td>67210</td>
<td>Change Request-Was approved for $35,061 in SFY 2021 and $7,651 in SFY 2022</td>
</tr>
<tr>
<td>323-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Utilized instructional aides for temperature checks each morning upon arrival of staff and students during covid-19 in school instructional days.</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>67205</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>Code</td>
<td>Eligibility</td>
<td>Allocation Type</td>
<td>Instruction Area</td>
<td>Purpose</td>
<td>Amount FY 2021</td>
<td>Amount FY 2022</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-005-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>$ 421</td>
<td>-</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-006-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>Certified staff identified students with learning loss during covid-19 timeframe, will offer additional resources for 12 additional days in June for 125 students of District enrollment of 1161 and into the next school year for Middle School Students three days a week/ 1.5 hours a day. “Change Request” Middle School Program did not start as soon as planned, needed to use in another area.</td>
<td>$ 22,249</td>
<td>$ 18,814</td>
<td>$ 3,435 $ - $ - $ - $ - 67205 Change Request-Was approved for $18,814 in SFY 2021 and $6,513 in SFY 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-007-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>Hired an additional certified instructor to help with remote learners that were not otherwise able to attend school in person during covid-19</td>
<td>$ 45,685</td>
<td>$ 5,662</td>
<td>$ - $ - $ - $ - 67205 Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-008-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Group Insurance</td>
<td>Health insurance group coverage for an additional staff member hired to support remote learners during 2020-21 school year</td>
<td>$ 5,662</td>
<td>$ 5,662</td>
<td>$ - $ - $ - $ - 67206 Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-009-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Social Security Matching for an additional staff member hired to support remote learners during 2020-21 school year</td>
<td>$ 2,949</td>
<td>$ 2,949</td>
<td>$ - $ - $ - $ - 67207 Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-010-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Unemployment Compensation</td>
<td>Unemployment Insurance for one additional staff member hired to support remote learners during 2020-21 school year</td>
<td>$ 46</td>
<td>$ 46</td>
<td>$ - $ - $ - $ - 67208 Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-011-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Social Security Matching contribution paid on instructional staff salaries during hours for extended school year and extended school day.</td>
<td>$ 1,710</td>
<td>$ 1,440</td>
<td>$ 270 $ - $ - $ - 67207 Change Request- Was approved for $1,440 in SFY 2021 and $500 on SFY 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item Code</td>
<td>Description</td>
<td>Budget Details</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-012-202112-14</td>
<td>Eligible Direct Allocation Instruction Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment insurance paid on instructional staff salaries during hours for extended school year and extended school day.</td>
<td>$27</td>
<td>$20</td>
<td>$7</td>
<td>-</td>
<td>-</td>
<td>67208</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-013-202112-14</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>“New Item” Screening reports indicate that students in grades K-2 are showing the largest deficit in learning due to the pandemic. To address the need for systematic phonics instruction, decodable readers will provide authentic and engaging literature for emergent readers. Beginning and struggling readers will benefit from Letter Tiles for Phonics and Spelling. They provide support by demonstrating relationships between sounds and letters. These can be used for one-on-one or small group reading instruction. The decodable readers and phonics kit will be resources used by reading specialists working with students in need of Tier 2 &amp; 3 support for reading. The multisensory approach teaches struggling readers’ phonology, sound-symbol association, syllables, morphology, syntax, and semantics. With more students identified in need of additional instructional support as a result of learning loss, S.P.I.R.E digital resources for grades 6-8 support reading instruction.</td>
<td>$28,160</td>
<td>-</td>
<td>$28,160</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67250</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-014-202112-14</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for</td>
<td>“New item” These headphones will allow for quiet, personalized practice on school technology (iPads &amp; computers) in a same setting teacher monitored environment</td>
<td>$1,470</td>
<td>-</td>
<td>$1,470</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67250</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>323-1-015-202112-14</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>“New Item” Provide “premium pay” for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community. (Dec. 2020)</td>
<td>$37,855</td>
<td>$37,855</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67205</td>
<td>New Line Item; Applicant responded via email: This was additional duty pay for wellness screenings and additional cleaning protocols that all staff participated in fall semester 2020. The use of premium pay was just to be consistent with fall 2021. Additional response via phone: This is a Reimbursement to the district. The work was completed in the Fall 2020 and paid to all employees in December 2020.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>&quot;New Item&quot; Social Security Matching for Salaries of instructional staff for premium pay.</td>
<td>$ 2,896</td>
<td>$ 2,896</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>67207</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operational 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>&quot;New Item&quot; Provide &quot;premium pay&quot; for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020</td>
<td>$ 3,045</td>
<td>$ 3,045</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>67315</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operational Maintenance of Plant</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>&quot;New Item&quot; Social Security Matching for salaries of custodial staff for premium pay.</td>
<td>$ 233</td>
<td>$ 233</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>67316</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Student Transportation</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>&quot;New Item&quot; Provide &quot;premium pay&quot; for all USD 323 staff during the Fall 2020 semester when the Covid19 virus was most active in our regional community.(Dec. 2020</td>
<td>$ 2,426</td>
<td>$ 2,426</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>67317</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Student Services)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| "New Item" Social Security Matching for Salaries of transportation staff for premium pay. | $186 | $186 | $- | $- | $- | 67318 |

| USD 323 will pay our returning 7 Instructional Aide employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $5,250 | $- | $5,250 | $- | $- | 67209 |

<p>| USD 323 will pay our returning Director of Curriculum and Instruction and Director of Technology employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $5,250 | $- | $5,250 | $- | $- | 67203 |
| 323-1-023-20211214 | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | &quot;New Item&quot; USD 323 will pay our returning 5 Counselors, 1 Nurse and 1 Social Worker employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $1,539 | $ - | $1,539 | $ - | $ - | 67201 New Line Item; Applicant responded via email: See Account ID 323_67209_16 |
| 323-1-024-20211214 | Eligible | Direct Allocation | Support Services - General Administration | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | &quot;New Item&quot; USD 323 will pay our returning Superintendent a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $750 | $ - | $750 | $ - | $ - | 67311 New Line Item; Applicant responded via email: See Account ID 323_67209_16 |
| 323-1-025-20211214 | Eligible | Direct Allocation | Support Services - School Administration | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | &quot;New Item&quot; USD 323 will pay our 5 returning Principals a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $3,750 | $ - | $3,750 | $ - | $ - | 67313 New Line Item; Applicant responded via email: See Account ID 323_67209_16 |
| 323-1-026-20211214 | Eligible | Direct Allocation | Operations &amp; Maintenance of Plant | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | &quot;New Item&quot; USD 323 will pay our returning 10.5 custodial employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. | $7,875 | $ - | $7,875 | $ - | $ - | 67315 New Line Item; Applicant responded via email: See Account ID 323_67209_16 |</p>
<table>
<thead>
<tr>
<th>Line Id</th>
<th>Eligibility</th>
<th>Direct Allocation</th>
<th>Student Transportation</th>
<th>Regular Non-Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>USD 323 will pay our returning 8 Bus Drivers and .5 Supervisor employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.</th>
<th>$6,375</th>
<th>$6,375</th>
<th>$6,375</th>
<th>$67317</th>
<th>New Line Item; Applicant responded via email: See Account ID 323_67209_16</th>
</tr>
</thead>
<tbody>
<tr>
<td>323-1-028-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>&quot;New Item&quot; USD 323 will pay our returning 8 Food Service employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$67319</td>
<td>New Line Item; Applicant responded via email: See Account ID 323_67209_16</td>
<td></td>
</tr>
<tr>
<td>323-1-029-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>USD 323 will pay our returning 3 District Office Secretary/Clerical employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.</td>
<td>$2,250</td>
<td>$2,250</td>
<td>$2,250</td>
<td>$67312</td>
<td>New Line Item; Applicant responded via email: See Account ID 323_67209_16</td>
<td></td>
</tr>
<tr>
<td>323-1-030-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>&quot;New Item&quot; USD 323 will pay our returning 5 Building Secretaries/Clerical Employees a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.</td>
<td>$3,750</td>
<td>$3,750</td>
<td>$3,750</td>
<td>$67314</td>
<td>New Line Item; Applicant responded via email: See Account ID 323_67209_16</td>
<td></td>
</tr>
<tr>
<td>323-1-031-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Social Security Contributions</td>
<td>Regular Non-Certified Salaries</td>
<td>&quot;New Item&quot; Social Security Matching on Instructional Staff Retention payment</td>
<td>$4,877</td>
<td>$4,877</td>
<td>$4,877</td>
<td>$67207</td>
<td>New Line Item; Applicant responded via email: See Account ID 323_67209_16</td>
<td></td>
</tr>
<tr>
<td>Item Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>Services</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>&quot;New Item&quot; Social Security Matching on Instructional Staff Support Retention payment</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>323-1-032-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>Instruction</td>
<td>&quot;New Item&quot; Social Security Matching on Instructional Staff Support Retention payment</td>
<td>$ 172</td>
<td>$ -</td>
<td>$ 172</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>323-1-033-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>Instruction</td>
<td>&quot;New Item&quot; Social Security Matching on Student Staff Retention payment</td>
<td>$ 402</td>
<td>$ -</td>
<td>$ 402</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>323-1-034-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>General Administration</td>
<td>&quot;New Item&quot; Social Security Matching on General Admin Staff Retention payment</td>
<td>$ 230</td>
<td>$ -</td>
<td>$ 230</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>323-1-035-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>School Administration</td>
<td>&quot;New Item&quot; Social Security Matching on School Admin. Staff Retention payment</td>
<td>$ 574</td>
<td>$ -</td>
<td>$ 574</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>323-1-036-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Social Security Contributions</td>
<td>Maintenance of Plant</td>
<td>&quot;New Item&quot; Social Security Matching on Custodial/Grounds Staff Retention payment</td>
<td>$ 602</td>
<td>$ -</td>
<td>$ 602</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>&quot;New Item&quot; Social Security Matching on Student Transportation Staff Retention payment</td>
<td>$488</td>
<td>$-</td>
<td>$-</td>
<td>$488</td>
<td>$-</td>
<td>$-</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>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>&quot;New Item&quot; Social Security Matching on Food Service Staff Retention payment</td>
<td>$459</td>
<td>$-</td>
<td>$-</td>
<td>$459</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instructional Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>&quot;New Item&quot; USD 323 will pay our returning 78 teachers a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here.</td>
<td>$58,500</td>
<td>$-</td>
<td>$-</td>
<td>$58,500</td>
<td>$-</td>
<td>$-</td>
<td>67323</td>
</tr>
<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services Instructional Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>&quot;New Item&quot; USD 323 will pay our returning Parent As Teachers employee a premium pay/retention stipend during school year 2021-2022. This retention pay will be to reward our staff for staying with us, serving our students and school community. There are many other higher paying positions in our area; but yet these persons have decided to stay here. $750 payment. $39 shown on ESSER II Direct Allocation</td>
<td>$711</td>
<td>$-</td>
<td>$-</td>
<td>$711</td>
<td>$-</td>
<td>$-</td>
<td>67324</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 | Oxford Unified School District 358
Applicant / Mailing Address | PO Box 937
Oxford, KS 67119
Applicant / First and Last Name of Owner, CEO, or Executive Director | Cathi Wilson
Applicant / Email Address of Owner, CEO, or Executive Director | cathiwilson@usd358.com
Applicant / Phone Number | 620-455-2227

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

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

Applicant / Federal EIN (if applicable) | 48-0724590

Application details

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

This is a revised application.

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

No

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.

This is a revised application that has already been approved.

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

This is a revised application that has already been approved.

Notes on ESSER II application Excel template:

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

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

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

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

Date │ 11/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>358-1-001-20211214</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 learning academies will be provided to for students grades K-12 to provide remediation for social emotional and academic deficits for 3 weeks 20-21 and 21-22</td>
<td>$54,442</td>
<td>$4,442</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$ -</td>
<td>-</td>
<td>96000</td>
</tr>
<tr>
<td>358-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>School jump start will be provided to for students grades K-6 to provide remediation for social emotional and academic deficits and provide pre-teaching opportunities to prepare students to transition back to a school setting in August. Providing stability and increasing skills impacted as a result of COVID-1 Amended 10-26-21. Addition of at risk support staff at the elementary school to help support students with learning loss and social emotional issues as a result of COVID CHANGE 11-2-21. Reduced 2021 budget to $0</td>
<td>$3,000</td>
<td>$ -</td>
<td>$3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>96005</td>
</tr>
<tr>
<td>358-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Addition of an elementary teaching position to reduce class size for a grade level impacted by COVID absenteeism during the 19-20 school year. The reduction will allow for more individualize instruction to help address learning loss</td>
<td>$81,510</td>
<td>$40,755</td>
<td>$40,755</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>96000</td>
</tr>
<tr>
<td>358-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After School Learning Labs will be provided two days a week to allow students time to extend 1-1 supports for academic improvements. CHANGE 11-2-21. REDUCED from $4,000 to $1,000 for both budget years</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$ -</td>
<td>$ -</td>
<td>-</td>
<td>96005</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>At-Risk Elementary Instructional Aid to provide small group and individual student supports for students struggling academically and/or social emotionally in efforts to address loss due to COVID interruptions and changes- CHANGE NEW ADD 11-2-21</td>
<td>$30,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>-</td>
<td>$96005</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<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>Materials and supplies need for students to participate in summer learning activities CHANGE 11-2-21- Reduced from 1,000 in 21 to 0, Reduced 2022 from $1690 to 500, reduced $2,691 to 0 for 2023</td>
<td>$500</td>
<td>$500</td>
<td>$ -</td>
<td>$ -</td>
<td>$96030</td>
<td>Change Request. $1,000 SFY 2021, $1,690 SFY 2022 and $2,691 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Supplies &amp; Materials</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Supplies including masks, HEPA filters, Disinfecting wipes and other supplies and materials needed to maintain a safe operation of school facilities and transportation to reduce the impacts of COVID. CHANGE NEW ADD to $5000 in 2021</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$96030</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

**Select an Applicant Type** | Unified School District
--- | ---
**Applicant / Entity Name** | Unified School District #374
**Applicant / Mailing Address**
| PO Box 670
| Sublette, KS 67877
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Rex Bruce
**Applicant / Email Address of Owner, CEO, or Executive Director** | rexb@usd374.org
**Applicant / Phone Number** | 620-675-2277

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

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

**Applicant / Federal EIN (if applicable)** | 48-0724318
**Applicant / Website Address (if applicable)** | www.usd374.org
The impact of COVID-19 on our district was significant. The cost of specific supplies, extra personnel, extra labor hours needed to meet safety protocols, and adding learning spaces all took a toll, despite supplemental funding. One of the highest, non-monetary costs, was the heavy emotional strain on students and teachers. Helping students with their fears, coping with personal fear, and dealing with the stress of teaching on-line and in-person simultaneously, were all arduous, wearing, tasks. The restrictive environment, in conjunction with the unfamiliarity and uncertainty of everything, took a toll on student learning, as well. Last year our district had over a 50% poverty level. This drastically impeded the hybrid/remote learning platforms; families simply could not afford internet nor equipment. In addition, our district had 72 students from the Mennonite community enrolled. This community has a deep-seeded distrust of all things government related. The combative resistance to all CDC guidelines and regulations added to the daily struggles in all buildings.

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

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

Our district uses an education cooperative to meet the needs of our special education students (High Plains Educational Cooperative). They have funds remaining, our district side does not. Their entity has recently changed directors and we were notified they will advise us of how their remaining fund will be spent, so funds may be drawn down.

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


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 district will use the funds to target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be measured using evidenced based assessments, data will be analyzed and disaggregated. Strategies will then be planned, implemented, and subsequent on-going assessments given, in order to determine gains. Teaching PLCs and by-grade planning will be completed prior to the start of the 2021-22 school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training. Additional training and strategy planning will take place targeting distinct needs of our district ESL students. Further, we will implement new protocol for public access to our facilities, in effort to better control non-personnel interaction in buildings.

To further supplement student learning, a complete district after-school program will be planned and implemented.

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

Most immediate will be comprehensive, and on-going, leaning assessment in all core subject areas. By planning and implementing a comprehensive afterschool, and in addition, the district will continue the close working relationship with county health officials, to monitor and address COVID-19 positive cases, and mandatory quarantining of students and personnel when applicable. With this impetus, we are hopeful our efforts will minimize risk of contact/spread of COVID-19, and its variants, as much as possible, allowing in-person learning to continue.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- Discrimination on the basis of 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)
A State and a subgrantee shall keep records to show its compliance with program requirements. 

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 | Rex Bruce
---|---
Date | 11/12/2021

Log in to [commonapp.grantplatform.com](http://commonapp.grantplatform.com) to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Reg. Function</th>
<th>Sub帐目</th>
<th>Object Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>374-1-001-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.</td>
<td>$8,000</td>
</tr>
<tr>
<td>374-1-002-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.</td>
<td>$612</td>
</tr>
<tr>
<td>374-1-003-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

Please describe the expenditures within the account and how they will address a COVID-19 need.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services - School Administration</th>
<th>Social Security Contributions</th>
<th>Other 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</th>
<th>Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent ongoing assessments given, in order to determine gains.</th>
<th>$306</th>
<th>$306</th>
<th>$47072</th>
<th>Approved at 9/14/2021 State Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent ongoing assessments given, in order to determine gains.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$47000</td>
<td>Approved at 9/14/2021 State Board Meeting</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent ongoing assessments given, in order to determine gains.</td>
<td>$383</td>
<td>$383</td>
<td>$47011</td>
<td>Approved at 9/14/2021 State Board Meeting</td>
</tr>
<tr>
<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>Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent ongoing assessments given, in order to determine gains.</td>
<td>$40,800</td>
<td>$40,800</td>
<td>$47010</td>
<td>Approved at 9/14/2021 State Board Meeting</td>
</tr>
<tr>
<td>Document ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Description</td>
<td>Approved Amount</td>
<td>Approved Amount</td>
<td>Approved Amount</td>
<td>Approved Amount</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>374-1-008-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.</td>
<td>$ 3,121</td>
<td>$ -</td>
<td>$ 3,121</td>
<td>$ -</td>
</tr>
<tr>
<td>374-1-009-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.</td>
<td>$ 45,500</td>
<td>$ -</td>
<td>$ 45,500</td>
<td>$ -</td>
</tr>
<tr>
<td>374-1-010-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.</td>
<td>$ 3,480</td>
<td>$ -</td>
<td>$ 3,480</td>
<td>$ -</td>
</tr>
<tr>
<td>374-1-011-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.</td>
<td>$ 4,000</td>
<td>$ -</td>
<td>$ 4,000</td>
<td>$ -</td>
</tr>
<tr>
<td>374-1-012-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.</td>
<td>$ 306</td>
<td>$ -</td>
<td>$ 306</td>
<td>$ -</td>
</tr>
<tr>
<td>374-1-013-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.</td>
<td>$ 1,000</td>
<td>$ -</td>
<td>$ 1,000</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>374-1-020-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$268</td>
<td>$-</td>
<td>$268</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>374-1-021-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Support Services</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$2,500</td>
<td>$-</td>
<td>$2,500</td>
</tr>
<tr>
<td>374-1-022-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Support Services</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$191</td>
<td>$-</td>
<td>$191</td>
</tr>
<tr>
<td>374-1-023-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Monitoring Services</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$2,000</td>
<td>$-</td>
<td>$2,000</td>
</tr>
<tr>
<td>374-1-024-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Monitoring Services</td>
<td>Social Security Contributions</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$153</td>
<td>$-</td>
<td>$153</td>
</tr>
<tr>
<td>374-1-025-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$6,000</td>
<td>$-</td>
<td>$6,000</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training</td>
<td>$</td>
<td>459</td>
<td>-</td>
<td>$</td>
<td>459</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$</td>
<td>91,757</td>
<td>-</td>
<td>$</td>
<td>91,757</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$</td>
<td>7,019</td>
<td>-</td>
<td>$</td>
<td>7,019</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$</td>
<td>13,838</td>
<td>-</td>
<td>$</td>
<td>13,838</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$</td>
<td>1,059</td>
<td>-</td>
<td>$</td>
<td>1,059</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$</td>
<td>3,060</td>
<td>-</td>
<td>$</td>
<td>3,060</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Monitoring Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$ 4,800</td>
<td>$ -</td>
<td>$ 4,800</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Monitoring Services</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>To further supplement student learning, a complete district after-school program will be planned and implemented.</td>
<td>$ 367</td>
<td>$ -</td>
<td>$ 367</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Temporary Certified Substitute Salaries for Certified Staff</td>
<td>10. Providing mental health services and supports</td>
<td>NEW REQUEST***Substitute teachers covering for certified employees out with COVID-19, or mandated quarantine.</td>
<td>$ 19,186</td>
<td>$ 19,186</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>47090</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>NEW REQUEST** Substitute teachers FICA, while covering for certified employees out with COVID-19, or mandated quarantine.</td>
<td>$ 1,463</td>
<td>$ 1,463</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>47095</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Other Support Services</td>
<td>Property Services</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>NEW REQUEST**To have control of visitors, as they enter school buildings. Limiting crowds, as well as limiting people in specified areas, will assist in lessening exposure of students/staff to outsiders, mitigating the spread of COVID-19. This measure will directly impact actions implemented to enforce COVID-19 distancing protocols.</td>
<td>$18,301</td>
<td>$18,301</td>
<td>$-</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  |  Andover USD385
Applicant / Mailing Address
1432 N Andover Road
Andover, KS 67002
Applicant / First and Last Name of Owner, CEO, or Executive Director
Sherame Kneisel
Applicant / Email Address of Owner, CEO, or Executive Director
kneisels@usd385.org
Applicant / Phone Number
316-218-4660

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

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

Application details

Full District Name
Andover
District Number
385
COVID impacted our students in Pre-K through 12 through time lost in classrooms. This created gaps in learning and emotional stress due to loss of contact with teachers and classmates. In order to address the learning impact, the district has implemented a summer learning program. Over 300 students participated in grades K-8 based on academic assessments, classroom teacher recommendations and other at-risk identifiers. Continued support is anticipated to be needed and expanded as district data continues to be monitored and addressed. The district has also experienced increased cost for absences due to illness and isolation related to COVID. Additional permanent substitutes have been hired to mitigate teacher absence in the classroom and provide continuity of instruction for all students.

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

No

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


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

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 385 Andover plans to utilize our ESSER funds to address learning loss using a variety of evidence-based strategies. Offering a robust summer learning program in 2021, 2022 & 2023 for elementary and middle school students to remediate skills that were missed due to the pandemic. The summer learning was structured with reduced teacher-student ratios. Instruction was built on evidence-based curriculum in math and language arts aligned to standards and delivered through interactive and engaging lessons. Adding nurse support to ensure that there is adequate coverage to provide nursing services as we respond to the increased physical and emotional needs of students as a result of the pandemic. Hiring permanent substitutes to provide continuity of instruction and academic rigor for students. These substitutes are experienced staff members who are familiar with our district processes and expectations. They have developed high-quality relationships with students, colleagues, and families, which results in a high-quality educational experience for students.

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

The district will continue to utilize evidence based assessments for academic analysis as well as school based observation for social and emotional needs. This will be reviewed for determining both progress and additional student needs. Continuity with learning will be evaluated based on coverage for absences through our permanent substitutes. Additional nursing
support will provide coverage for additional COVID responsibilities and allow the continuation of regular school needs for addressing student medical needs.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
   - Discrimination on the basis of 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 | Sherame Kneisel
Date | 11/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>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>
</tr>
</thead>
<tbody>
<tr>
<td>385-1-001-20211214</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>$216,327</td>
<td>$24,327</td>
<td>$96,000</td>
<td>$96,000</td>
<td>-</td>
<td>81-1000-110-00-00</td>
<td>Change Request: Previously approved for $24,327 SFY 2021 and $81,000 2022</td>
</tr>
<tr>
<td>385-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$3,375</td>
<td>$375</td>
<td>$1,500</td>
<td>$1,500</td>
<td>-</td>
<td>81-1000-112-00-01</td>
<td>Change Request: Previously approved for $375 SFY 2021 and $1,500 2022</td>
</tr>
<tr>
<td>385-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>$509,805</td>
<td>-</td>
<td>$509,805</td>
<td>-</td>
<td>-</td>
<td>81-1000-112-00-02</td>
<td>Change Request: Previously approved for $327,978 SFY 2022; Additional information requested and response from the applicant via email: Originally 10 permanent substitutes were approved by our Board of Education. The Board has since approved 15 positions so we are requesting a change to increase the allocation amount in this area. We continue to have staff who are absent due to COVID illness or quarantine (either self or children). Permanent substitutes allow for greater ease of continuity of learning for our students.</td>
</tr>
<tr>
<td>385-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$58,172</td>
<td>$5,828</td>
<td>$26,172</td>
<td>$26,172</td>
<td>-</td>
<td>81-1000-120-00-00</td>
<td>Change Request: Previously approved for $5,828.48 SFY 2021 and $26,171.52 SFY 2022</td>
</tr>
<tr>
<td>Allocation Code</td>
<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>Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID-19 pandemic. CHANGE REQUEST</td>
<td>Amount</td>
<td>Change Request: Previously approved for</td>
<td>Approved at the 9/14/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>385-1-005-20211214</td>
<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>Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID-19 pandemic. CHANGE REQUEST</td>
<td>$17,911</td>
<td>$2,332</td>
<td>$7,790 $7,790</td>
<td>81-1000-220-00-00</td>
<td>Change Request: Previously approved for $2,331.62 SFY 2021 and $7,789.93 SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385-1-006-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school payroll tax expense for teaching staff contracted for Summer school learning to address learning loss due to COVID-19 pandemic. CHANGE REQUEST</td>
<td>$10,029</td>
<td>$29</td>
<td>$5,000 $5,000</td>
<td>81-1000-290-00-00</td>
<td>Change Request: Previously approved for $29.11 SFY 2021 and $5,000 SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385-1-007-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID-19 pandemic CHANGE REQUEST</td>
<td>$57,302</td>
<td>$7,302</td>
<td>$25,000 $25,000</td>
<td>81-1000-600-00-00</td>
<td>Change Request: Previously approved for $7,302.07 SFY 2021 and $25,000 SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385-1-008-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Nursing salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID-19 cases and exposure.</td>
<td>$95,000</td>
<td>- $95,000</td>
<td>- $95,000</td>
<td>81-2134-110-00-00</td>
<td>Approved at the 9/14/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>385-1-009-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Nursing Services</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Nursing aide salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID-19 cases and exposure.</td>
<td>$141</td>
<td>$141</td>
<td>- $141</td>
<td>81-2134-120-00-00</td>
<td>Approved at the 9/14/2021 State Board Meeting</td>
<td></td>
</tr>
<tr>
<td>385-1-010-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Nursing Services</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID-19 cases and exposure.</td>
<td>$111</td>
<td>$11</td>
<td>$100</td>
<td>- $100</td>
<td>81-2134-220-00-00</td>
<td>Approved at the 9/14/2021 State Board Meeting</td>
</tr>
<tr>
<td>385-1-011-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Nursing Services</td>
<td>Other Employee Benefits</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID-19 cases and exposure.</td>
<td>$55</td>
<td>0</td>
<td>$55</td>
<td>- $55</td>
<td>81-2134-290-00-00</td>
<td>Approved at the 9/14/2021 State Board Meeting</td>
</tr>
<tr>
<td>Code</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>Eligible Direct Allocation Support Services - School Administration</td>
<td>Regular Non Certified Salaries</td>
<td>Eligible Direct Allocation Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Eligible Direct Allocation Support Services - School Administration</td>
<td>Food Services Operations</td>
<td>Food and Milk</td>
<td>Eligible Direct Allocation Support Services - School Administration</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>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>385-1-012-20211214</td>
<td>Eligible</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
<td>CHANGE REQUEST</td>
<td>$7,200</td>
<td>$2,400</td>
<td>$2,400</td>
<td>$2,400</td>
<td>-</td>
<td>81-2400-110-00-00</td>
</tr>
<tr>
<td>385-1-013-20211214</td>
<td>Eligible</td>
<td>Support Services - School Administration</td>
<td>Regular Non Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school office administrative assistant salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
<td>CHANGE REQUEST</td>
<td>$2,000</td>
<td>-</td>
<td>$1,000</td>
<td>$1,000</td>
<td>-</td>
<td>81-2400-120-00-00</td>
</tr>
<tr>
<td>385-1-014-20211214</td>
<td>Eligible</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
<td>CHANGE REQUEST</td>
<td>$675</td>
<td>$175</td>
<td>$250</td>
<td>$250</td>
<td>-</td>
<td>81-2400-220-00-00</td>
</tr>
<tr>
<td>385-1-015-20211214</td>
<td>Eligible</td>
<td>Support Services - School Administration</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
<td>CHANGE REQUEST</td>
<td>$242</td>
<td>$2</td>
<td>$120</td>
<td>$120</td>
<td>-</td>
<td>81-2400-290-00-00</td>
</tr>
<tr>
<td>385-1-016-20211214</td>
<td>Eligible</td>
<td>Monitorin g Services</td>
<td>Student Transportation Services by Outside Agency or Company</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide transportation to summer school students needing additional education services for learning loss connected to COVID19 CHANGE REQUEST</td>
<td></td>
<td>$99,523</td>
<td>$29,523</td>
<td>$35,000</td>
<td>$35,000</td>
<td>-</td>
<td>81-2700-253-10-00</td>
</tr>
<tr>
<td>385-1-017-20211214</td>
<td>Eligible</td>
<td>Food Services Operations</td>
<td>Food and Milk</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Snacks for summer school students during daily program time (not reimbursable under food service program) provided during additional education services for learning loss connected to COVID19.</td>
<td>CHANGE REQUEST</td>
<td>$13,198</td>
<td>$4,198</td>
<td>$4,500</td>
<td>$4,500</td>
<td>-</td>
<td>81-3100-630-31-01</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Supplies Technology Related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>385-1-018-20211214</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchase of technology tools (zoom licenses and SWIVLs) for continuity of learning. Tools will be implemented with students who may be in temporary quarantine/isolation due to COVID-19 in order to mitigate learning loss.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change Request: Previously approved for $25,000 SFY 2021 and $25,000 SFY 2022; confirmation requested from the applicant and respond received (via email): We are requesting a decrease in this item's total allocation, however, I should have removed the 2021 amount of $20,000 (zero) and entered $20,000 in the 2022 column. (The change has been made on the spreadsheet as requested)</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>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Regular Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-001-20211214</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
</tr>
<tr>
<td></td>
<td>$105,000</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Full-Time Substitute Salaries for Certified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-002-20211214</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>Summer School substitutes to cover classes for teachers and/or aides absent during our summer learning loss program.</td>
</tr>
<tr>
<td></td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Regular Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-003-20211214</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
</tr>
<tr>
<td></td>
<td>Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers.</td>
</tr>
<tr>
<td></td>
<td>$140,872</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Regular Non-Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-004-20211214</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.</td>
</tr>
<tr>
<td></td>
<td>$32,000</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Social Security Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-005-20211214</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.</td>
</tr>
<tr>
<td></td>
<td>$9,000</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible True Up Allocation</th>
<th>Instruction Other Employee Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-2-006-20211214</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td></td>
<td>Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.</td>
</tr>
<tr>
<td></td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>New Line Item</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>385-2-007-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-008-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-009-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-010-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-011-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-012-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-013-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>385-2-014-202112</td>
<td>Eligible</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>385-2-015-20211214</td>
<td>Eligible</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 | Pike Valley

Applicant / Mailing Address

101 School Street
Scandia, Kansas 66966

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

Applicant / Email Address of Owner, CEO, or Executive Director | steve.joonas@pikevalley.com

Applicant / Phone Number | 7856321143

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

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

Applicant / Federal EIN (if applicable) | 480724231

Applicant / Website Address (if applicable) | 101 School Street
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have noticed some learning loss due to the ramifications of dealing with the pandemic. We were able to make some gains back during this past school year, but feel that summer camps will be a great way to keep students interested in learning and keep their minds engaged over the summer. We also feel that the social/emotional piece of our students is suffering as well. Our overall plan will help focus on these two areas of need for our district.

Update-- We now plan to provide a premium pay for all of our employees as they have gone above and beyond in helping us address COVID concerns. Also-- We plan to put some of the funds toward updating our HVAC to help with the new filtering available to help us fight viruses.

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

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.

At this time, we are addressing one concern with requesting the funds to have our summer camps during the month of July. We will continue to plan on further usage of these funds as we move forward.

UPDATE-- We plan to use these funds for premium pay for all staff that have helped us with COVID concerns. We also want to pay for contracted service for mental health at our grade school. The last item to address is to put some funds toward upgrading our HVAC to include new filtering systems.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of our summer camps will be assessed via our fall testing data. This should give us some direct data by comparing all students attending our summer camps with those that did not.

**Notes on ESSER II application Excel template:**

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

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

![XLSX](ESSERII-ApplicationTemplate.xlsx (154 KiB download))

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

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

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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


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

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

[72 FR 3703, Jan. 25, 2007]

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

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

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


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

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Steve Joonas

Date | 11/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>426-1-001-20211214</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>Certified Salaries for summer camps</td>
<td>$8,000</td>
<td>$8,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request. Previously approved for $10,000 SFY 2021 at the 7/13/2021 State Board Meeting. Per applicant, “We have set up 3 week long summer camps in July focused on reading and math skills across curriculums. We have 80 out of 150 students signed up to attend from grades K-8. These will be themed weeks on the following topics: Wild, Weird, and Wonderful, Full STEAM Ahead, and Sports Science. We plan to have 5 certified staff members and 2 classified staff. A snack will be provided daily and there are 3 educational field trips planned as well.”</td>
</tr>
<tr>
<td>426-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA for certified personnel for summer camps</td>
<td>$700</td>
<td>$700</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request. Previously approved for $750 SFY 2021 at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>426-1-003-20211214</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>Classified Salaries for summer camps</td>
<td>$1,500</td>
<td>$1,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>426-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA for classified personnel for summer camps</td>
<td>$150</td>
<td>$150</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>426-1-005-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Bus Driver Salary</td>
<td>$900</td>
<td>$900</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Change Request. Previously approved for $750 SFY 2021 at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA for bus driver salary</td>
<td>$ 80</td>
<td>$ 80</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>Change Request. Previously approved for $100 SFY 2021 at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer camp supplies</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Gasoline</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Fuel and expenses</td>
<td>$ 500</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay for certified staff</td>
<td>$ 25,000</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay for para educators</td>
<td>$ 11,000</td>
<td>$ 11,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay for Superintendent</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay for Principals</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay for Custodial Staff</td>
<td>$ 4,000</td>
<td>$ 4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay for bus drivers</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay for food service personnel</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay for school secretaries</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay for central office staff</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item. Per applicant, Premium Pay will be $1,000 per employee. Payout will be as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay taxes</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Unemployment Compensation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay unemployment taxes</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay taxes</td>
<td>$500</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM— Premium pay unemployment taxes</td>
<td>$100</td>
<td>$100</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$7</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>услуга / Непосредственное назначение</td>
<td>Служба / Непосредственное назначение</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay taxes</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>New Line Item</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-022-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay taxes</td>
<td>$500</td>
<td>$500</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-023-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Unemployment Compensation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay unemployment taxes</td>
<td>$500</td>
<td>$500</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-024-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay taxes</td>
<td>$250</td>
<td>$250</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-025-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Unemployment Compensation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay unemployment taxes</td>
<td>$100</td>
<td>$100</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-026-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Student Transportation</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay taxes</td>
<td>$250</td>
<td>$250</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-027-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Student Transportation</td>
<td>Unemployment Compensation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay unemployment taxes</td>
<td>$100</td>
<td>$100</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-028-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay taxes</td>
<td>$250</td>
<td>$250</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>426-1-029-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Food Services Operations</td>
<td>Unemployment Compensation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>NEW ITEM-- Premium pay unemployment taxes</td>
<td>$100</td>
<td>$100</td>
<td>$  -</td>
<td>$  -</td>
<td>$  -</td>
<td>7 New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Repairs and Maintenance Services</td>
<td>NEW ITEM-- Contracted mental health services</td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10. Providing mental health services and supports</td>
<td>12,000</td>
<td>41,883</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Contracted mental health services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td>41,883</td>
<td>41,883</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM-- Updating our HVAC systems at the Jr/Sr High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Line Item. Per narrative, We also feel that the social/emotional piece of our students is suffering as well. Per applicant, We were unable to find a full time counselor after ours left last year. We have a part time counselor at the high school and decided to contract with Pawnee Mental Health for services for our elementary school. We have several students that are suddenly dealing with a lot of anxiety issues from the pandemic and we needed someone to come in and help them navigate through their feelings.

New Line Item. Per applicant, the HVAC system is 20 years old, and along with the Covid approved filters, this will provide better air quality and circulation. Allowable if CDC guidelines are met. Capital Improvement documentation required.
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District
Applicant / Entity Name | South Brown County, USD 430
Applicant / Mailing Address
522 Central Ave
Horton, KS 66439
Applicant / First and Last Name of Owner, CEO, or Executive Director | Jason Cline
Applicant / Email Address of Owner, CEO, or Executive Director | clinej@usd430.org
Applicant / Phone Number | 785-486-2611

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

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

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

Prior to COVID-19 our benchmark assessments and attendance were moving in the upward direction. During COVID, many of our students were without adequate and reliable devices and internet access to provide an effective learning environment. Through Sparks funding and the LiNK grant we were able to purchase additional Chromebooks for those in need. Also, a local communications company, Rainbow Communications, was able to offer hot spots in the area communities. Even with all of the technology growth, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

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

**No**

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 430 has created and will implement a new summer school program, “Ride the Wave”, for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom
environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional
technology will allow greater movement within our district buildings and greenspace.
For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be
flexible for each student's needs, a tutor also will be available for assistance.
Our 5-12 band instruments will be deep cleaned, purchasing materials for our middle school Intro to Agriculture course, and
training for our new Reading Intervention materials will be completed. We are also looking to add a few positions within the
district to meet the needs of our staff and students. The first position will be an Instructional Coach - a position working with
our staff. The others will be
Student Interventionists - one for each of our district buildings. We have also implemented an after school program for K-6
and provide extra after school tutoring for 7-12.

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

USD 430 will use our benchmark data to determine the academic impact of the ESSER II funds. We currently use NWEA Map
and DIBELS to determine our MTSS tiers for Reading and NWEA Map and Acadience to determine our MTSS tiers for Math.
The impact of these funds will be seen through our tier support needs. We will also look at our attendance data and our
SAEBRS data for Social Emotional needs. With the help of TASN, SEL interventions will be implemented in Fall 2021. Physically,
we will be able to see outdoor and portable learning environments for our students in each of the buildings.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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


Discrimination on the basis of 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 (CRRSA), 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  Melanie Schmitt

Date  11/12/2021

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>ESSER Allowable Use</th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditures in FY 2021 ($)</th>
<th>Budgeted Expenditures in FY 2022 ($)</th>
<th>Budgeted Expenditures in FY 2023 ($)</th>
<th>Budgeted Expenditures in FY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>430-1-001-202112-14</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>$24,910</td>
<td>$11,910</td>
<td>$13,000</td>
<td>$-</td>
<td>$-</td>
<td>78750</td>
<td>Change Request-Was approved for $11,910 in SFY 2021.</td>
</tr>
<tr>
<td>430-1-002-202112-14</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>$13,860</td>
<td>$5,860</td>
<td>$8,000</td>
<td>$-</td>
<td>$-</td>
<td>78800</td>
<td>Change Request-Was approved for $5,860 in SFY 2021.</td>
</tr>
<tr>
<td>430-1-003-202112-14</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>$1,569</td>
<td>$-</td>
<td>$1,569</td>
<td>$-</td>
<td>$-</td>
<td>78840</td>
<td>Change Request-Was approved for $1,200 in SFY 2021</td>
</tr>
<tr>
<td>430-1-004-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$2,495</td>
<td>$2,495</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>81875</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Description</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Approved At</td>
<td>Notes</td>
<td></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>
<td></td>
</tr>
<tr>
<td>430-1-005-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations Hiring of a instructional Academic Specialist to provide teachers, para educators, and school leaders with regular access to an experienced instructional specialist. Doing so will help to improve the capacity of classroom teachers to effectively design, deliver, and evaluate instructional practices. Additionally, this position seeks to provide continuous professional development to teachers, para educators, and school leaders about critical areas of student learning including, but not limited to, literacy skills, reading comprehension, evaluation of growth and achievement, dyslexia, and communicating student growth and achievement trends with stakeholder groups.</td>
<td>$ 21,490</td>
<td>-</td>
<td>$ 21,490</td>
<td>-</td>
<td>-</td>
<td>78750</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
</tr>
<tr>
<td>430-1-006-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations Hiring of 3 Student Academic Interventionist, 1 per building. The Instructor creates a positive learning environment to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Classroom instructor must work closely with other staff, and administration of the district.</td>
<td>$ 53,880</td>
<td>-</td>
<td>$ 53,880</td>
<td>-</td>
<td>-</td>
<td>78750</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
</tr>
<tr>
<td>430-1-007-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs To cover additional salaries to implement the High School Credit Recovery program for students</td>
<td>$ 3,750</td>
<td>$ 3,250</td>
<td>$ 500</td>
<td>-</td>
<td>-</td>
<td>78800</td>
<td>Change Request-Was approved at $3,250 in SFY2021.</td>
</tr>
<tr>
<td>430-1-008-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff Cover additional salaries of hiring an additional custodian for the 21-22 school year to help with all the additional cleaning and sanitizing of the buildings.</td>
<td>$ 28,200</td>
<td>$ 4,000</td>
<td>$ 24,200</td>
<td>-</td>
<td>-</td>
<td>78830</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
</tr>
<tr>
<td>430-1-009-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Purchase Professional &amp; Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations Provide training for k-8 staff associated with the new Reading Intervention curriculum that was purchased to target students that may have fallen behind during the pandemic.</td>
<td>$ 12,552</td>
<td>$ 2,552</td>
<td>$ 10,000</td>
<td>-</td>
<td>-</td>
<td>79000</td>
<td>Change Request-Was approved for $5,100 in SFY 2022.</td>
</tr>
<tr>
<td>430-1-010-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs To cover additional costs for supplies associated with the extended summer learning program</td>
<td>$ 5,000</td>
<td>$ 3,000</td>
<td>$ 2,000</td>
<td>-</td>
<td>-</td>
<td>79050</td>
<td>Change Request-Was approved for $3,000 in SFY 2021.</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</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>
<td>-----</td>
</tr>
<tr>
<td>430-1-011-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$3,137</td>
<td>$3,137</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-012-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Purchase of supplies to enhance our high school FFA and 8th grade Ag Classes</td>
<td>$25</td>
<td>$25</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-013-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse district personnel costs for teachers that needed FFCRA</td>
<td>$12,452</td>
<td>$12,452</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-014-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies &amp; Materials</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Purchase online curriculum software (Edgenuity) to provide the high school credit recovery program and provide remote access to students learning opportunities</td>
<td>$25,800</td>
<td>$10,800</td>
<td>$15,000</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-015-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>This is to cover the additional costs of sanitizing and deep cleaning the districts band instruments to help protect the students and staff.</td>
<td>$16,900</td>
<td>$8,400</td>
<td>$8,500</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-016-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>To cover additional salaries of hiring an additional nurse to have on site to help with all the extras during the pandemic for the 21-22 school year</td>
<td>$8,000</td>
<td>$</td>
<td>$8,000</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>430-1-017-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$1,208</td>
<td>$1,208</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Preparation and Dispensing Services</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>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>Amount</td>
<td>Change Request</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<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>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$494</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<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>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$1,724</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<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>Reimburse district personnel costs for staff that needed FFCRA</td>
<td>$552</td>
<td>Approved at 06/09/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>All access virtual business-online software that will allow students to job shadow virtually and other online activities,</td>
<td>$12,004</td>
<td>Change Request-Was approved for $2,800 in SFY 2022.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Purchase additional lunch tables to increase spacing</td>
<td>$31,000</td>
<td>Change Request-Was approved for $20,000 in SFY 2022.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase updated math curriculum to address student learning loss - Purchase 6th-8th Science workbooks to accompany the science curriculum to address student learning loss - Purchase additional hands on learning curriculum in 4th grade science to help with student learning loss - Add an additional high school class (Indigenous People) to address the social and emotional needs in this area of need.</td>
<td>$36,932</td>
<td>Change Request-Was approved for $31,198.73 in SFY 2022.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/09/2021</td>
<td>State Board Meeting</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>Purchase 4 Cleartouch Interactive Boards to help with social distancing in the classrooms and to help reach online learners.</td>
<td>$76,500</td>
<td>Change Request-Was approved for $15,000 in SFY 2022.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>430-1-025-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>New Line Item: District will give all our classified staff premium pay in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.</td>
<td>$37,000</td>
<td>-</td>
<td>$37,000</td>
<td>-</td>
<td>-</td>
<td>78750</td>
<td>Change Request - Was approved for $35,000 in SFY 2022</td>
</tr>
<tr>
<td>430-1-025-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>New Line Item: District will give all our non-classified staff premium pay in the amount of $500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.</td>
<td>$27,750</td>
<td>-</td>
<td>$27,750</td>
<td>-</td>
<td>-</td>
<td>78800</td>
<td>Change Request - Was approved for $32,000 in SFY 2022</td>
</tr>
<tr>
<td>430-1-027-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>New Line Item: District will give all our non-classified staff premium pay in the amount of $500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.</td>
<td>$1,500</td>
<td>-</td>
<td>$1,500</td>
<td>-</td>
<td>-</td>
<td>78820</td>
<td>Approved at 9/14/2021 State Board Meeting. Per applicant: 3 staff will receive $500 each.</td>
</tr>
<tr>
<td>430-1-028-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>New Line Item: District will give all our non-classified staff premium pay in the amount of $500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.</td>
<td>$4,500</td>
<td>-</td>
<td>$4,500</td>
<td>-</td>
<td>-</td>
<td>78840</td>
<td>Change Request was approved for $3,000 in SFY 2022. Per applicant: 6 staff will receive $500 each.</td>
</tr>
<tr>
<td>430-1-029-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>New Line Item: District will give all our non-classified staff premium pay in the amount of $500 each in October 2021. This premium pay will enable the district to retain our highly qualified staff members. This will enable students to receive the necessary instruction to overcome learning loss due to COVID-19.</td>
<td>$4,000</td>
<td>-</td>
<td>$4,000</td>
<td>-</td>
<td>-</td>
<td>78830</td>
<td>Change Request - Was approved for $3,150 in SFY 2022. Per applicant: 7 staff will receive $500 each.</td>
</tr>
<tr>
<td>430-1-030-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>New Line Item: Payroll taxes on the $500 premium pay to all staff members of the district. Added Fica for all salaries pd from esser</td>
<td>$19,156</td>
<td>$1,556</td>
<td>$17,600</td>
<td>-</td>
<td>-</td>
<td>78900</td>
<td>Change Request - Was approved for $5,738 in SFY 2022.</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>Other Employee Benefits</td>
<td>New Line Item: Payroll taxes on the $500 premium pay to all staff members of the district.</td>
<td>$</td>
<td>$291</td>
<td>$21</td>
<td>$270</td>
<td>$-</td>
<td>$-</td>
<td>78950</td>
<td>Change Request-Was approved for $270 in SFY 2022.0</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Purchased individual water bottles for students to have their own.</td>
<td>$</td>
<td>3,105</td>
<td>$605</td>
<td>$2,500</td>
<td>$-</td>
<td>$-</td>
<td>79050</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Additional headphones for students not to have to share</td>
<td>$</td>
<td>1,508</td>
<td>$149</td>
<td>$1,359</td>
<td>$-</td>
<td>$-</td>
<td>79050</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Purchased additional paper/products for additional packets to be sent home with students due to students at home.</td>
<td>$</td>
<td>5,476</td>
<td>$5,476</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>82000</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Extra supplies for the Student academic specialists and Instructional Specialist hired.</td>
<td>$</td>
<td>566</td>
<td>$66</td>
<td>$500</td>
<td>$-</td>
<td>$-</td>
<td>79050</td>
<td>New Line Item. See Rows 004 and 005.</td>
<td></td>
</tr>
</tbody>
</table>
| Eligible | Direct Allocation | Instruction & Supplies | & Materials | Procedures and systems to improve LEA preparedness and response efforts | Additional monitors purchased for desktop computers to multi-task with the additional work | $421 | $421 | $- | $- | $82150 | New Line Item. Per applicant, Purchased for offices to help review, complete, and monitor all the additional reporting, funding, attendance, additional zoom meetings and webinars, etc.

| Eligible | Direct Allocation | Instruction & Supplies | & Materials | School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Purchase 2 picnic tables for social distancing and seating outdoors during learning time. | $1,173 | $1,173 | $- | $- | $82150 | New Line Item. Per narrative, In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.

| Eligible | Direct Allocation | Instruction & Supplies | & Materials | Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Purchase of additional chromebooks for online learning, Purchase new projectors for outdoor activities/learning. | $8,868 | $8,868 | $- | $- | $82150 | New Line Item. See Row 037.

| Eligible | Direct Allocation | Instruction | Property | Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Updated district website and microsoft software to be able to comply with all the covid online notices and documents. | $7,397 | $1,093 | $6,304 | $- | $- | $79350 | New Line Item

| Eligible | Direct Allocation | Operation & Maintenance of Plant | Repairs and Maintenance Services | School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | Social distancing stickers. New additional cleaning equipment to help sanitize the facilities | $2,729 | $37 | $2,692 | $- | $- | $79325 | New Line Item
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Regular Non-Certified Salaries</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
<th>Salary for after school planning/teaching/tutoring</th>
<th>$10,000</th>
<th>$10,000</th>
<th>$10,000</th>
<th>$78,750</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fringe benefit for academic interventionist already approved</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$78,800</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Fringe benefit for for extra custodian already approved</td>
<td>$9,622</td>
<td>$9,622</td>
<td>$9,622</td>
<td>$78,850</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>FICA for staff that we are already paying through esser II funds</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$78,900</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Unemployment for staff that we are already paying through esser II funds</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$78,950</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchase Supplies &amp; Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Speakers &amp; Professional Development to help address different student needs</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>430-1-047-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchase Supplies &amp; Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Speakers &amp; Professional Development to help address different student needs</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>430-1-048-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE Supplies, Mask, Clear page protectors, and other items to help sanitize and clean facilities</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>430-1-049-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies &amp; Materials</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After school program planning and implementing</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>430-1-050-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Room divider to help social distancing</td>
<td>$1,567</td>
<td>$1,567</td>
</tr>
<tr>
<td>430-1-051-202112-14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Equipment for training and online meetings</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

New Line Item. Per narrative, Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention. Per applicant, The district has budgeted to bring in speakers to address social emotional needs for students and staff and to send staff to conferences, meetings, classes, etc. to get additional information/data on addressing students current needs and achievement.

New Line Item. See Row 041.

New Line Item. Per applicant, Additional equipment for training, all the online meetings with parents for conferences, students for online learning, etc.
| Eligible Direct Allocation | Instruction Property | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Time and attendance software for better tracking of absences, extra staff and the extra work. | $5,100 | $ - | $5,100 | $7,9150 | New Line Item. Per applicant, Upgraded our system for the purpose of better keeping track of all staff's time and attendance due to all the online teaching from home, and all the additional absences due to quarantine or illness. |
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
Independence USD 446

Applicant / Mailing Address
517 N. 10th St, Independence KS 67301

Applicant / Email Address of Owner, CEO, or Executive Director
rarnold@indyschools.com

Applicant / Phone Number
6203321800

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

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

Application details

Full District Name
Independence Unified School District 446

District Number
446

Mailing Address | Street Address
517 N 10th

Mailing | City
Independence
Mailing Address | Zip Code | 67301

Authorized Representative of the District | Name | Gina Godinez

Authorized Representative of the District | Position or Title | Director of Finance

Authorized Representative of the District | Email Address | ggodinez@indyschools.com

Authorized Representative of the District | Phone Number | +16203321800

Would you like to additional district representatives to the application? | No

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

Previously submitted.

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Previously submitted

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

Previously submitted

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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.

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.
34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

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

(Authority: 20 U.S.C. 1221e-3, 1232f)

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>446-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hiring additional staff including reading specialists to provide additional learning opportunities for students who have fallen below grade level due to COVID. The district expects to add up to 7 positions.</td>
<td>$390,000</td>
<td>$ -</td>
<td>$390,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50920</td>
<td>Approved at 5/11/2021 State Board Meeting. Called to clarify number of teachers this represents. Upon request, the reviewer added detail to include # of teachers estimated.</td>
</tr>
<tr>
<td>446-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Health Insurance for additional staff</td>
<td>$49,600</td>
<td>$ -</td>
<td>$49,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50940</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>446-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Social Security for additional staff</td>
<td>$29,850</td>
<td>$ -</td>
<td>$29,850</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50950</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>446-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional support staff for additional teachers and to provide targeted instruction for students. The district estimates hiring 10-15 aides to support teachers in the classroom to provide direct support to students who have experienced learning loss.</td>
<td>$57,100</td>
<td>$ -</td>
<td>$57,100</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50955</td>
<td>Approved at 5/11/2021 State Board Meeting. Called to clarify number of aides/paras this represents. Upon request, the reviewer added detail to include # of aides/paras estimated.</td>
</tr>
<tr>
<td>446-1-005-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>The district is adding an enriched summer school program in June for grades 6-12. We are also implementing a Jump Start program for late July for grades K-5.</td>
<td>$29,440</td>
<td>$11,520</td>
<td>$17,920</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50960</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>446-1-006-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security for summer school staff</td>
<td>$2,255</td>
<td>$885</td>
<td>$1,370</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>50970</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Description</td>
<td>Amount</td>
<td>$ 3,000</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>50980</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-007-202112 14</td>
<td>Eligible 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>Enrichment materials and supplies for summer school students</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>$ 3,000</td>
<td>$ -</td>
<td>$ -</td>
<td>50980</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-008-202112 14</td>
<td>Eligible 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>Sanitary/Safety materials and supplies to clean school facilities</td>
<td>$ 45,000</td>
<td>$ 7,500</td>
<td>$ 37,500</td>
<td>$ -</td>
<td>$ -</td>
<td>50990</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-009-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Building Improvements</td>
<td>Purchase Property Services</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>HVAC system upgrades to district facilities to improve indoor air quality and reliability of indoor air to enhance student comfort and student achievement.</td>
<td>$ 386,753</td>
<td>$ 190,000</td>
<td>$ 196,753</td>
<td>$ -</td>
<td>$ -</td>
<td>50995</td>
<td>Change Request-Was approved for $190,000 in SFY 2021 and $210,000 in SFY 2022. Allowable if CDC guidelines are met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-010-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Technological-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>We plan to purchase additional technology equipment to enhance student learning including but not limited to laptops, chromebooks, Ben Q's along with related supplies to address learning loss due to Covid.</td>
<td>$ 1,200,000</td>
<td>$ 600,000</td>
<td>$ 600,000</td>
<td>$ -</td>
<td>$ -</td>
<td>51100</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-011-202112 14</td>
<td>Eligible 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>We are in the process of developing an alternative school for grades 6-12. We will hire a director for this new school. We will Edgenuity for student achievement. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.</td>
<td>$ 65,000</td>
<td>$ -</td>
<td>$ 65,000</td>
<td>$ -</td>
<td>$ -</td>
<td>51110</td>
<td>Approved at 5/11/2021 State Board Meeting. Called district to clarify purpose of Alt School and tie to Covid. This item represents the hiring of a lead teacher/admin to oversee the Alternative school. Upon request, the reviewer added detail to the item.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-012-202112 14</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We plan to hire support staff to enhance student learning and success due to learning loss from Covid 19.</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ -</td>
<td>51115</td>
<td>Approved at 5/11/2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Employee Benefits</td>
<td>Description</td>
<td>Amount</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>511x</td>
<td>Approved at 5/11/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-013-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fringe benefits for staff for the new alternative school.</td>
<td>$6,890</td>
<td>-</td>
<td>$6,890</td>
<td>-</td>
<td>51120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-014-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security for Alt School Staff</td>
<td>$7,000</td>
<td>-</td>
<td>$7,000</td>
<td>-</td>
<td>51125</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-015-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>The district will supplies instructional supplies and materials to enhance student achievement.</td>
<td>$10,500</td>
<td>-</td>
<td>$10,500</td>
<td>-</td>
<td>51130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-016-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technology-Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The district will equip the new alternative school with desk top computers, laptops, printers computer desks, etc. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.</td>
<td>$12,500</td>
<td>-</td>
<td>$12,500</td>
<td>-</td>
<td>51135</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-017-20211214</td>
<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>We plan to purchase additional services for students and staff to provide learning opportunities for student enrichment to address learning loss due to Covid.</td>
<td>$50,000</td>
<td>-</td>
<td>$50,000</td>
<td>-</td>
<td>51140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-018-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>The district plans to purchase additional software to help kids most effected by COVID for learning loss</td>
<td>$12,500</td>
<td>-</td>
<td>$12,500</td>
<td>-</td>
<td>51145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446-1-019-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic. 154 certified teachers @ $1,000 ea</td>
<td>$154,000</td>
<td>-</td>
<td>$154,000</td>
<td>-</td>
<td>51160</td>
<td>New Line Item</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic.</td>
<td>154 non certified staff @ $1,000 ea</td>
<td>$ \text{154,000}</td>
<td>$ \text{154,000}</td>
<td>-</td>
<td>-</td>
<td>51161</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Providing this money to retain staff as we continue to suffer from staff shortages created by the pandemic.</td>
<td>86 special education staff @ $250</td>
<td>$ \text{21,500}</td>
<td>$ \text{21,500}</td>
<td>-</td>
<td>-</td>
<td>51162</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Substitutes continue to be hard to find even with increased daily rates due to the pandemic. Area schools are paying premium pay and we are losing subs so we are going to pay premium pay. This cost was calculated for those (39 individuals) who have subbed in the district to include an additional $15 per hour they have worked as subs.</td>
<td>$ \text{10,125}</td>
<td>$ \text{10,125}</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>51163</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Part-Time Non-Certified Salaries</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Providing this money to keep coaches / sponsors. This was calculated @ $100 per sport, up to a total of $200 for 14 coaches.</td>
<td>$ \text{1,600}</td>
<td>$ \text{1,600}</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>51164</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>This money will be used for FICA expenses on the retention/premium pay for staff/substitutes/coaches/sponsors.</td>
<td>$ \text{26,104}</td>
<td>$ \text{26,104}</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>51165</td>
<td>New Line Item</td>
<td></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 | USD #452 Stanton County

Applicant / Mailing Address

| PO Box C, Johnson City, Kansas 67855

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

Applicant / Email Address of Owner, CEO, or Executive Director | trent.horn@usd452.org

Applicant / Phone Number | 6204926226

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

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)
Would you like to additional district representatives to the application? | No

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

Covid-19 has impacted our district by influencing student learning and inducing learning loss due to student absences from school due to isolation and quarantine. We have not seen any one specific population affected. Since the introduction of the Delta variant we have seen an increase in the number of students and staff who have gotten Covid-19. We feel this is the primary cause for the absences and subsequent learning loss. We have approximately 430 students and 80 staff members who are in our buildings daily. The Delta variant has caused more student and staff absences so far this year than we experienced all of last year. The student population has been hit harder than the adult population. We have seen some increase in office referrals and recognize a need to focus on the mental health of our students and staff.

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

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

The remainder of our ESSER I funds will be used to combat sanitation issues in our buildings. We plan to use those funds to purchase masks, gloves, hand sanitizer, disinfectants, batteries for sanitizer machines as well as some social emotional curriculum to help with the mental health and well being of our students and staff.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

To combat the spread of Covid-19 the district plans to use the ESSER II funds to purchase sanitation supplies such as sanitizers, disinfectants, masks, cleaners, etc. Additionally, the district plans to upgrade the outdated HVAC system in the JR/SR High School. The upgrades will include a more efficient system that allows the introduction of fresh air throughout the building. Additionally, UV-C lights will be installed in the new system. UV-C lights have been shown to be effective at killing viruses including Covid-19.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
We will continue to keep data to track the number of Covid-19 cases in our buildings. Additionally, we will monitor student absences to determine the amount of instructional time impacted by students missing school due to Covid-19. Student office referrals will also be closely monitored. That information will be used to evaluate the mental well being of our students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- 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. 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. 1232d)

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 (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 | Trenton E. Horn
Date | 10/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total 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>
</tr>
</thead>
<tbody>
<tr>
<td>452-1-001-202112 14</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>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>Miscellaneous cleaning and disinfecting supplies to be used to slow or stop the spread of Covid-19. This may include but isn't limited to, hand soap, hand sanitizer, cleaning wipes, disinfectant sprays, spray bottles for disinfectant, and batteries for touchless hand sanitizer machines.</td>
<td>$5,000</td>
<td>$-</td>
<td>$5,000</td>
<td>$-</td>
<td>07-2600-610-00</td>
<td>Approved at 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>452-1-002-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>NEW ITEM SINCE INITIAL APPLICATION SUBMISSION. Upgrade and replacement of current HVAC system components to provide the ability to circulate fresh air throughout the JR/SR high school. The new system will include UV-C lights to further inhibit and destroy Covid-19 as well as other bacteria, viruses and pathogens. This new system will replace the current system that is over 20 years old.</td>
<td>$353,777</td>
<td>$353,777</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2600-430-01</td>
<td>New Line Item. Allowable if CDC guidelines are met. Capital improvement documentation required.</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**
- Marais des Cygnes Valley

**Applicant / Mailing Address**
- 105 SW Main
  - Melvern, KS 66510

**Applicant / First and Last Name of Owner, CEO, or Executive Director**
- Joe Sample

**Applicant / Email Address of Owner, CEO, or Executive Director**
- jsample@usd456.org

**Applicant / Phone Number**
- 7855493521

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

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

**Application details**

**Full District Name**
- Marais des Cygnes Valley

**District Number**
- 456
In March of 2020, USD 456 experienced a difficult transition in moving from in-person learning to remote learning for the last quarter of the school year. Due to this, the district has attempted to dig out of this hole and the corresponding consequences during the course of the 2020-2021 school year. Luckily, the district has been able to conduct learning while in-person for the majority of the year, with only a two-week span of remote learning immediately following Thanksgiving. During the course of conducting education during a pandemic, our district has learned some hard truths. #1 - our district has and will need to expend significant funds to limit the spread of communicable diseases, which can include simple items like soap, hand sanitizer, and cleaning supplies to physical components like additional desks, cafeteria tables, and PPE. #2 - our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. #3 - our district has learned that we were merely scraping the surface on the potential of digital media or platforms and how it can affect learning for our students, realizing that we can better support our students through a variety of methods. Therefore, our district has experienced many different impacts, but feel that with an identified plan, we can navigate this new normal.

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

This application represents the plan for the expenditure of our remaining funds for ESSER II. In the past, the district has addressed several areas of needs. First and foremost, providing resources to address student learning, tracking that learning, and social/emotional constructs to support that learning. Effective evaluation of staff in an effort to improve student learning. Technology, whether it be student or staff, was a concern that was addressed. Continued cleanliness of the facility was a concern addressed. General supplies for our students was required so that contamination concerns can be resolved. However, the remainder of ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
Through the tracking of student learning, reduction in communicable diseases, and the increase of mobility in learning and district processes.

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.

XLSX 456_Marais des Cygnes Val... (152 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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  |  Joe Sample
Date  |  06/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>456-1-001-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</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>Purchase staff laptops so that teachers can be fully mobile in the event of remote learning or an extended closure.</td>
<td>3,746</td>
<td>3,746</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>456-1-002-202112 14</td>
<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>Salary for daytime custodian to provide adequate and appropriate cleanup during the school day.</td>
<td>26,208</td>
<td>26,208</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>456-1-003-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Purchase Panorama Eucadion software to assess social/emotional status of students and track their academic and behavioral growth/status.</td>
<td>54,750</td>
<td>54,750</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>Approved at the 7/13/2021 State Board Meeting</td>
</tr>
<tr>
<td>Code</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>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>Purchase student laptops to upgrade student technology in the event of remote learning or an extended closure.</td>
<td>$2,540</td>
<td>$2,540</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-005-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Official/Administrative Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Purchase digital enrollment platform to limit the unnecessary spread of disease between students, staff, and the public.</td>
<td>$11,590</td>
<td>$11,590</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-006-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Purchase school supplies for students to reduce contamination of communicable diseases.</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-007-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance 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>Purchase outdoor stage due to the constraints of our indoor facility and allow for more social distancing, in result reducing the spread of disease.</td>
<td>$12,231</td>
<td>$12,231</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-008-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Official/Administrative Services</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Purchase PowerSchool platform suite to increase the effectiveness of staff, effectively manage staff operations digitally, and reduce unnecessary interaction through cloud based operations.</td>
<td>$14,500</td>
<td>$14,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Official/Administrative Services</td>
<td>Description</td>
<td>Proposed</td>
<td>Approved</td>
<td>Comment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-009-20211214</td>
<td>Eligible</td>
<td>Support Services - General Administration</td>
<td>Official/Administrative Services</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.</td>
<td>$17,565</td>
<td>$17,565</td>
<td>- $ - $ - $ 7 Approved at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-010-20211214</td>
<td>Eligible</td>
<td>Support Services - General Administration</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 custodial supplies to allow for the district's facility to be continually clean and meet pandemic cleanliness standards.</td>
<td>$10,000</td>
<td>$10,000</td>
<td>- $ - $ - $ 7 Approved at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-011-20211214</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>10. Providing mental health services and supports</td>
<td>Purchase 7 Mindsets curriculum to support student social/emotional wellbeing.</td>
<td>$26,000</td>
<td>$26,000</td>
<td>- $ - $ - $ 7 Approved at the 7/13/2021 State Board Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>456-1-012-20211214</td>
<td>Eligible</td>
<td>Support Services - General Administration</td>
<td>Official/Administrative Services</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.</td>
<td>$12,242</td>
<td>$12,242</td>
<td>- $ - $ - $ 7 New Line Item. Per narrative, our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

USD 458

Applicant / Mailing Address

2008 N 155th Street
Basehor, KS 66007

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

David Howard

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

dhoward@usd458.org

Applicant / Phone Number

913-724-1396

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

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

Application details

Full District Name

Basehor-Linwood
During the course of the pandemic our students, staff, parents, and community have been deeply impacted. With many of our students living in rural areas, connectivity has been a continuing concern. We have limited connectivity for some students while trying to provide technology and assistive devices for them. With remote, hybrid, and on-site learning we had a myriad of opportunities available for our students to help make up for learning loss due to the pandemic. Student academic scores have decreased in our nationally normed screener, MAP. We have also seen social emotional concerns through our panorama survey. This year we served 2575 in our hybrid, remote, and onsite environment. An additional 373 students in our virtual school also received additional support this year. We have seen deeper impacts on our special populations with staff changes required to meet the needs due to the requirements of the pandemic safety concerns. The costs due to the changes to meet the needs of students and staff have increased with cleaning, staffing and additional resources. The pandemic has made a major impact on our budget, learning, and social-emotional health across the district.

In additional to Summer School, the district has spent funds on air quality equipment to minimize the potential spread. Premium pay will be issued to all staff in the amount of $750 as indicated in the application for duties performed above and beyond due to covid.

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

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.

One of our 1st steps to combat the learning loss is the development of our summer school programs. Each building has done a data-dive to determine which students are in need of enrichment due to the learning loss. Working together, our teams collaborated to develop their summer school platform. The funds will be used to pay for our staffing needs, resources, and supplies to meet the needs of this platform to decrease learning loss across the district at the K-12 level. This is a new program for us that has been specifically designed for learning loss due to COVID-19.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II funds, our district plans to continue to monitor students' academic growth along with social emotional growth. Our team will utilize our universal screeners, MAP, item assessments and panorama. Gathering this data our teachers, administrators and support staff will collaborate to continually analyze the impacts of our programing to determine additional resources for student growth. Through this data-driven approach our team will continuously analyze our data to determine what is being effective from our ESSER II funded programs and what additional programs are needed to get our students back on track from the effects of the pandemic.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

Date

Pam F Chenoweth

10/29/2021

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>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($</th>
<th>Budgeted Expenditure in SFY 2021 ($)</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>
</tr>
</thead>
<tbody>
<tr>
<td>458-1-001-20211214</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>Teacher salaries for Summer School services to address learning loss during pandemic</td>
<td>$53,000</td>
<td>$53,000</td>
<td>-</td>
<td>-</td>
<td>12518</td>
<td>Approved at 6-9-2021 State Board Meeting. Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.</td>
</tr>
<tr>
<td>458-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security and Medicare for Teacher Salaries</td>
<td>$4,055</td>
<td>$4,055</td>
<td>-</td>
<td>-</td>
<td>12618</td>
<td>Approved at 6-9-2021 State Board Meeting.</td>
</tr>
<tr>
<td>458-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Administrative Salaries for Summer School Services</td>
<td>$4,000</td>
<td>$4,000</td>
<td>-</td>
<td>-</td>
<td>12718</td>
<td>Approved at 6-9-2021 State Board Meeting.</td>
</tr>
<tr>
<td>458-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security and Medicare for Administrative Salaries</td>
<td>$306</td>
<td>$306</td>
<td>-</td>
<td>-</td>
<td>12818</td>
<td>Approved at 6-9-2021 State Board Meeting.</td>
</tr>
<tr>
<td>458-1-005-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Nursing Services or Summer School Program</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>12918</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>
<td>----------</td>
</tr>
<tr>
<td>458-1-006-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Social Security and Medicare for Nursing Services</td>
<td>$ 115</td>
<td>$ 115</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>13018</td>
</tr>
<tr>
<td>458-1-007-20211214</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>Instructional Supplies for Summer School Program</td>
<td>$ 4,500</td>
<td>$ 4,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>13118</td>
</tr>
<tr>
<td>458-1-008-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Student Transportation Services by Outside Agency or Company</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Student Transportation for Summer School Program</td>
<td>$ 12,000</td>
<td>$ 12,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>13218</td>
</tr>
<tr>
<td>458-1-009-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Non-Instruction Services</td>
<td>Food Service Management</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Food Service cost for Summer School Program</td>
<td>$ 16,500</td>
<td>$ 16,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>13318</td>
</tr>
<tr>
<td>458-1-010-20211214</td>
<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>Musical Wind Instrument bell covers to reduce the spread of covid through airborne particles produced during classroom use of wind instruments.</td>
<td>$ 2,939</td>
<td>$ 2,939</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>13320</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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Allocation &amp;</td>
<td>Synexis Units designed to clean and filter air in classrooms where masks cannot be worn at all times. (ex. Music classrooms and special education classrooms with students unable to wear masks for varying reasons.)</td>
<td>$19,554</td>
<td>New Line Item; Applicant responded via email: 8 Units will be purchased at a cost of $2,444.25 each. Allowable if CDC guidelines are met. Capital Improvement documentation required.</td>
<td>13319</td>
</tr>
<tr>
<td>Instruction Regular Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$120,750</td>
<td>New Line Item; Applicant responded via email: A $750 payment for all staff members to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. The proposed payment date is November 22nd, 2022. Staff Count: 1000 Certified - 161</td>
<td>13321</td>
</tr>
<tr>
<td>Instruction Regular Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$8,250</td>
<td>New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 1000 Certified - 11</td>
<td>13322</td>
</tr>
<tr>
<td>Support Services (Students)</td>
<td>10. Providing mental health services and supports</td>
<td>$8,250</td>
<td>New Line Item; Applicant responded via email: See line 26 for narrative Staff count: 2100 Certified - 11</td>
<td>13323</td>
</tr>
<tr>
<td>Line Item</td>
<td>Description</td>
<td>Amount 1</td>
<td>Amount 2</td>
<td>Amount 3</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>13324</td>
<td>Premium Pay in the amount of $750/Nursing Staff member for added Nursing duties due to Covid.</td>
<td>$5,250</td>
<td>$5,250</td>
<td>$-</td>
</tr>
<tr>
<td>13325</td>
<td>Premium Pay in the amount of $750/Instructional Support Staff member for added duties associated with learning loss due to Covid.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$-</td>
</tr>
<tr>
<td>13326</td>
<td>Premium Pay in the amount of $750/Instructional Support Staff member for added duties associated with learning loss due to Covid.</td>
<td>$8,250</td>
<td>$8,250</td>
<td>$-</td>
</tr>
<tr>
<td>13327</td>
<td>Premium Pay in the amount of $750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.</td>
<td>$750</td>
<td>$750</td>
<td>$-</td>
</tr>
<tr>
<td>13328</td>
<td>Premium Pay in the amount of $750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.</td>
<td>$750</td>
<td>$750</td>
<td>$-</td>
</tr>
<tr>
<td>13329</td>
<td>Premium Pay in the amount of $750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.</td>
<td>$8,250</td>
<td>$8,250</td>
<td>$-</td>
</tr>
<tr>
<td>13330</td>
<td>Premium Pay in the amount of $750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.</td>
<td>$11,250</td>
<td>$11,250</td>
<td>$-</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</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>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Community 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>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
</tr>
<tr>
<td>Line Item</td>
<td>Description</td>
<td>Eligibility</td>
<td>Direct Allocation</td>
<td>Support Services - Social Security Contributions</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>458-1-031-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>458-1-032-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>458-1-033-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>458-1-034-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>458-1-035-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Community Services Operations</td>
<td>Social Security Contributions</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 n a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, cannot replace onsite, in-person learning.

The long duration of remote and hybrid learning has created learning loss for all students, especially those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members.

USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing and continue to maintain a high level of sanitation and personal protective equipment.

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

No
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.

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

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, an after-school program, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of 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 | Will Pfannenstiel
Date | 10/26/2021

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 | Description | Total Expenditures ($) | Budgeted Expenditures in SFY 2021 ($) | Budgeted Expenditures in SFY 2022 ($) | Budgeted Expenditures in SFY 2023 ($) | Budgeted Expenditures in SFY 2024 ($) | Account Number | Notes |
|---------------|--------------------|----------------|---------------|---------------|-------------|---------------------|-------------|----------------------|---------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------|-------|
| 470-1-001-20211214 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | CHANGE REQUEST: (Additional funds for an additional year and a reduction from the originally requested 6 teaching positions to 5 teaching positions.) We plan to add 6 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction. These supports would focus on the recovery of lost learning resulting from the impact of the COVID-19 pandemic. Clarification Email addition: These new teacher positions will not go into place until the 2021-22 school year. | $ 534,200 | - | $ 292,200 | $ 242,000 | - | 003-13690 | Change Request: Was approved for $292,200 in SFY 2022 |
| 470-1-002-20211214 | Eligible | Direct Allocation | Instruction | Social Security Contributions | 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | CHANGE REQUEST: (Additional funds for an additional year.) These funds will cover the social security portion of the 6 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports. | $ 45,900 | - | $ 22,950 | $ 22,950 | - | 003-13870 | Change Request: Was approved for $22,950 in SFY 2022 |
| Eligible | Direct Allocation | Support Services - School Administration | Regular Certified Salaries | CHANGE REQUEST: | (Additional funds for an additional year.) | 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. 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.

|  |  |  |  | $ 160,000 | $ - | $ 80,000 | $ 80,000 | $ - | 003-14530 | Change Request: Was approved for $80,000 in SFY 2022 |

| Eligible | Direct Allocation | Support Services - School Administration | Social Security Contributions | CHANGE REQUEST: | (Additional Funds for an additional year.) | These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing and provide logistical and reponse to emotional trauma.

|  |  |  |  | $ 11,046 | $ - | $ 5,523 | $ 5,523 | $ - | 003-14650 | Change Request: Was approved for $5,523 in SFY 2022 |

| Eligible | Direct Allocation | Support Services - School Administration | Group Insurance | CHANGE REQUEST: | (Additional funds for an additional year.) | These funds will cover the health insurance portion of the additional positions.

<p>|  |  |  |  | $ 13,140 | $ - | $ 6,570 | $ 6,570 | $ - | 003-14620 | Change Request: Was approved for $6,570 in SFY 2022 |
| Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 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. <strong>Clarification Email:</strong> The Talking Points app is focused on strengthening the connection between teachers and families, especially in low-income, non-English speaking households. Due to COVID 19, the district quickly learned that our connectivity and communications in these households was a barrier to learning that presented a challenge to overcome. We know that distance learning can not work without strong teacher-family communications which need to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models. | $21,000 | $ - | $ 21,000 | $ - | $003-13960 | Approved at 6-9-2021 State Board Meeting |
|---|---|---|---|---|
| Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 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. <strong>Amendment:</strong> 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. | $300,606 | $ - | $ 300,606 | $ - | $003-13960 | Approved at 6-9-2021 State Board Meeting |
| 470-1-008-20211214 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 10. Providing mental health services and supports | The social-emotional needs of students are in need of a systematic approach throughout the district. We are planning to purchase and implement a SEL curriculum to address student needs. This will involve the professional development of staff and contract services for mental health counseling for students. | $35,000 | $35,000 | - | - | 003-13960 | Approved at 6-9-2021 State Board Meeting. |
| 470-1-009-20211214 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2). | $152,628 | $ - | $152,628 | - | - | 003-13690 | Approved at 6-9-2021 State Board Meeting. |
| 470-1-010-20211214 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for non-certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Non-certified Personnel required: Student Assistant Team members and bilingual aides (24). | $48,114 | $ - | $48,114 | - | - | 003-13840 | Approved at 6-9-2021 State Board Meeting. |
| 470-1-011-20211214 | Eligible | Direct Allocation | Instruction | Support Services - School Administration | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3). | $25,236 | $ - | $12,618 | $12,618 | - | 003-14530 | Change Request: Was approved for $12,618 in SFY 2022 |
| 470-1-012-20211214 | Eligible | Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). | $18,575 | $ - | $18,575 | - | - | 003-13960 | Approved at 6-9-2021 State Board Meeting |
| 470-1-013-0211214 | Eligible Direct Allocation | Operation &amp; Maintenance of Plant | Education Energy 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used to cover additional utilities associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). | $ 12,130 | $ - | $ 6,065 | $ 6,065 | $ - | 003-14740 | Change Request: Was approved for $6,065 in SFY 2022 |
| 470-1-014-0211214 | Eligible Direct Allocation | Student Transportation | Regular Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). | $ 37,000 | $ - | $ 15,000 | $ 22,000 | $ - | 003-14830 | Change Request: Was approved for $15,000 in SFY 2022 |
| 470-1-015-0211214 | Eligible Direct Allocation | Instruction Professional Education Services 12. Addressing learning loss among students, including vulnerable populations | Greenbush Literacy Support Services Clarification Email: USD 470 is a district where 56% of students qualify for free or reduced meals. The high number of students qualifying correlates to the deficits in literacy that the district has made great strides in overcoming. Due to and during the COVID 19 Pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for many students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time, new resources, and supports going forward. The Greenbush Literacy Support Service will support literacy instruction and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers. | $ 60,000 | $ - | $ 30,000 | $ 30,000 | $ - | 003-13930 | Change Request: Was approved for $30,000 in SFY 2022 |
| 470-1-016-0211214 | Eligible Direct Allocation | Instruction Regular Certified Salaries 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. | Reimbursement for premium pay that was paid to all staff in December 2020 as a result of additional duties required because of the impact of the COVID 19 Pandemic. This premium pay was for $500 / employee (excluding district administration). Teachers and service staff worked side by side preparing ‘homebound or special’ lessons, offering extra tutorial help for our students, designing new ‘on-line’ approaches to compel greater learning and participation, pitched in to help prepare/package/deliver meals, and participated in multiple webiners, meetings and trainings to learn new skills and become more expert in using online and remote delivery systems for all learners. | $ 221,000 | $ 221,000 | $ - | $ - | $ - | 003-13690 | Approved at 8/10/2021 State Board Meeting |
| Eligible | Direct Allocation | Instruction | Regular Certified Salaries | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | Eligible | Direct Allocation | Instruction | Student Transportation | Regular Non-Certified Salaries | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries |
|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|----------|------------------|-------------|---------------------------|
| 470-1-017-20211214 | 470-1-018-20211214 | 470-1-019-20211214 | 470-1-020-20211214 | 470-1-021-20211214 | 470-1-022-20211214 |
| 1B. Any activity authorized by the Individuals with Disabilities Education Act. NEW ITEM: Additional Special Education Teacher (.5) for Arkansas City High School (request for an additional year of funding.) This position is needed as a result of COVID 19 and is tied to social distancing mitigation efforts and distancing large case loads. Fifty percent of this teachers salary comes from USD 470 with the other 50% coming from the Cowley County Special Education Cooperative run through USD 465. | 12. Addressing learning loss among students, including vulnerable populations. NEW ITEM: Due to the impact of COVID 19 during the Spring 2020 - Spring 2021 semesters, USD 470 students have experienced a significant loss of learning as evidenced by both NWEA MAP and state assessment data. This impact has brought forth the need to make up for this 'learning loss' by increasing the amount of instructional time available to students. In addition to the Summer School Programs during the Summer of 2021 and planned for the Summer of 2022, USD 470 has chosen to adopt 5 additional days to its schedule for the 2021-22 school year. One of these days has been added as an additional Professional Development day and 4 of the additional days have been added to the calendar as Student Contact/Instruction Days. | 2. Coordination of COVID-19 preparedness and response efforts. NEW ITEM: Due to the impact of COVID 19 and the increased demands placed on school nurses, USD 470 has added an additional full time nursing position and two health aide positions for the 2021/22 and 2022/23 school years. | 11B. Planning and implementing supplemental after-school programs. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for certified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading of new content and reteaching of skills due to learning loss as experienced due to the COVID 19 Pandemic. | 11B. Planning and implementing supplemental after-school programs. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for classified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic. | 11B. Planning and implementing supplemental after-school programs. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for transportation staff associated with the After School Program including the social security contribution. The After School Program will create additional bus routes for students at later than regular times. | 48,000 | 478,369 | 100,000 | 117,437 | 24,476 | 11,000 |</p>
<table>
<thead>
<tr>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
| - | - | - | - | - | - | Change Request- Was approved for $24,000 in SFY 2022
| Eligible Direct Allocation | Instruction | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | NEW ITEM: Reimbursement for the Tutor Me subscription license. Tutor Me is a web-based software application which provides online and telephone support for students outside the normal school hours. This program allows for students to call in for assistance on homework and meets the varied schedule of families and students. This application serves as an additional support and tool in replacing learning learning lost due to the COVID 19 Pandemic. | $53,964 | $ - | $53,964 | $ - | $03-1396 | New Line Item |
| 470-1-023-20211214 | Eligible Direct Allocation | Instruction | Regular Certified Salaries | 2. Coordination of COVID-19 preparedness and response efforts | NEW ITEM: Premium pay for 5 registered nurses employed by USD 470 to cover the additional hours worked during the Fall 2021 semester outside their normal contract day. | $2,500 | $ - | $2,500 | $ - | $03-1369 | New Line Item; Applicant responded via email: this request does fall under ‘retention pay’. We are already paying our nurses for their overtime and are not requesting reimbursement for that at this time. |
### Applicant details

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

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

**Select an Applicant Type**
- Unified School District

**Applicant / Entity Name**
- Geary County USD475

**Applicant / Mailing Address**
- 123 N. Eisenhower Drive, Junction City KS 66441

**Applicant / Email Address of Owner, CEO, or Executive Director**
- ardenacarlyon@usd475.org

**Applicant / Phone Number**
- 7857174012

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

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

---

### Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Geary County Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>475</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing City</td>
<td>Junction City</td>
</tr>
</tbody>
</table>

1 of 7
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

ESSER II change request #1 Updated amounts and added new items due to new administration review, filling of positions, and obtaining quotes for better identification of supply costs.

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

No

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


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.

Change Request #1

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

The district added funding for staff incentives to support the hiring of new staff and retention of existing staff. The district will identify the impact by looking at staffing vacancies during and at the end of FY22 as well as amount of staff newly hired.

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-001-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Other Building Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>CHANGE REQUEST (Originally $480,000 - Reduction of Budget as prior months paid out of ESSER I - Enhanced Facility Cleaning of School Buildings (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.</td>
<td>$281,025</td>
<td>$ -</td>
<td>$281,025</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td>Change Request - Was approved for $480,000 in SFY 2022. Relate to COVID-19; Applicant responded via email: (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.</td>
<td></td>
</tr>
<tr>
<td>475-1-002-20211214</td>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>CHANGE REQUEST - (Originally $100,000) Reduction of Budget due to award of KDHE Grant and actual budget figures identified) Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.</td>
<td>$87,100</td>
<td>$ -</td>
<td>$87,100</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td>Change Request - Was approved for $100,000 in SFY 2022</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>CHANGE REQUEST - (Originally $18,250) (Reduction of Budget due to award of KDHE Grant) Additional Nurse and Aid Support - Benefits</td>
<td>$5,810</td>
<td>$-</td>
<td>$5,810</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
<td>Change Request Was approved for $18,250 in SFY 2022</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>Unemployment Compensation</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>CHANGE REQUEST - (Originally $238) (Reduction of Budget due to award of KDHE Grant) Additional Nurse and Aid Support - Benefits</td>
<td>$85</td>
<td>$-</td>
<td>$85</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
<td>Change Request Was approved for $238 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>CHANGE REQUEST - (Originally $224,215) Reduction of budget - All students are back to brick and mortar. Assume less damage than when offering remote learning) Replacement of technology broken due to student use during COVID. Continuation of offering hot spots for internet for afterschool or weekend tutoring and day to day education supports.</td>
<td>$100,000</td>
<td>$-</td>
<td>$25,000</td>
<td>$75,000</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
<td>Change Request Was approved for $150,000 in SFY 2022 and $74,215 in SFY 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE REQUEST - (Originally $280,000) Reduction due to contracts signed) Addition of four building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 2 Highschool and 2 Elementary.</td>
<td>$220,000</td>
<td>$-</td>
<td>$220,000</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
<td>Change Request Was approved for $280,000 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Improve of Instruction Services</td>
<td>Social Security Contributions</td>
<td>CHANCE REQUEST - (Originally $21,500) (Reduction due to contracts signed) - Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>$16,830</td>
<td>$ -</td>
<td>$16,830</td>
<td>$ -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Improve of Instruction Services</th>
<th>Unemployment Compensation</th>
<th>CHANCE REQUEST - (Originally $280) (Reduction due to contracts signed) - Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>$220</td>
<td>$ -</td>
<td>$220</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Improve of Instruction Services</th>
<th>Group Insurance</th>
<th>CHANCE REQUEST - (Originally $23,040) (Reduction due to contracts signed) - Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9,700</td>
<td>$ -</td>
<td>$9,700</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instructi on General Supplies and Materials (includes computer software)</th>
<th>General Needs</th>
<th>CHANCE REQUEST - (Originally $750,000) (Reduction due to receipt of quote) Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$425,000</td>
<td>$ -</td>
<td>$425,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Professio nal Staff Training Services</th>
<th>Profession al Employee Training and Development Services</th>
<th>CHANCE REQUEST - (Originally $50,000) Reduction due to receipt of quote) Contracted Professional Development - Training to support implementation of new Language Arts curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Overtime Salaries</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Unemployment Compensation</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>General Supplies and Materials (includes computer software)</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Professional Employee Training and Development Services</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Overtime Salaries</td>
<td>Eligible Direct Allocation</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>CHANGE REQUEST: (Originally $500,000) Reduction - Plan to offer training during plan days) Professional Development - Extra Duty - Math. Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.  - Math Adoption – 600 staff at 30 hours (K-12)</td>
<td>$155,000</td>
<td>$ -</td>
<td>$155,000</td>
</tr>
<tr>
<td>CHANGE REQUEST: (Originally $36,410) Reduction - Plan to offer training during plan days) Professional Development - Benefits - Math</td>
<td>$11,860</td>
<td>$ -</td>
<td>$11,860</td>
</tr>
<tr>
<td>CHANGE REQUEST: (Originally $475) Reduction - Plan to offer training during plan days) Professional Development - Benefits - Math</td>
<td>$155</td>
<td>$ -</td>
<td>$155</td>
</tr>
</tbody>
</table>
| 475-1-020-20211214 | Eligible Direct Allocation Instructi on Overtime Salaries | 11A. Planning and implementing summer learning or enrichment programs | CHANGE REQUEST - (Originally $250,000) (Reduction - To allow for incentives moved some of summer school costs to ESSER III) Summer School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. 
- Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. 
  - Secondary - 450 students – Offer choice of 2 sessions for 3 weeks each. 
  - Elementary 500 students- Offer choice of 2 sessions for 3 weeks each. 
  - 50 teachers estimated to teach each session. |
| 475-1-021-20211214 | Eligible Direct Allocation Instructi on Overtime Salaries | 11B. Planning and implementing supplemental after-school programs | Transition Programs (k-1st, 5th-6th, 8-9th Grades). The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades: 
  a. K to 1 - 655 
  b. 5 to 6 - 519 
  c. 8 to 9 - 470 
This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund). |

| | | | |
| | | | **$ 175,000** |
| | | | **$ 78,750** |
| | | | **Approved at 10/12/2021 State Board Meeting. Applicant responded via email: The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades: 
  a. K to 1 - 655 
  b. 5 to 6 - 519 
  c. 8 to 9 - 470 
This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund). |
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Salaries</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.</td>
<td>$25,000</td>
<td>-</td>
</tr>
</tbody>
</table>
| ACT Bootcamps: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages:

<table>
<thead>
<tr>
<th>Year</th>
<th>JCHS Scores</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>20.4</td>
<td>21.6</td>
</tr>
<tr>
<td>2019</td>
<td>19.9</td>
<td>21.1</td>
</tr>
<tr>
<td>2020</td>
<td>19.1</td>
<td>20.4</td>
</tr>
</tbody>
</table>

District will provide 2 one-week ACT Bootcamps for students. The district will pay the teachers a stipend and purchase materials and supplies. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I funding. | $20,000 | - | $20,000 | - | - |

<p>| Change Request: Was approved for $50,000 in SFY 2022. Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services. | 65 | | 65 | | | |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>Summer School Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-024-20211214</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$40,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>Saturday School, Transition Program, ACT Bootcamp Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-025-20211214</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$50,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>Social Security Contributions</th>
<th>Summer School Extra Duty Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-026-20211214</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE REQUEST - (Originally $17,215) (Reduction - Expenses moved to ESSER III)</td>
<td>$13,987</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>Unemployment Compensation</th>
<th>Summer School Extra Duty Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-027-20211214</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE REQUEST – (Originally $225) (Reduction - Moved expenses to ESSER III)</td>
<td>$175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>Social Security Contributions</th>
<th>Transition, Saturday School, ACT Bootcamp Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-028-20211214</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$7,650</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instru...</th>
<th>Unemployment Compensation</th>
<th>Transition, Saturday School, ACT Bootcamp Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-029-20211214</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$100</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<p>| Eligible Direct Allocation | Instruction | Overtime Salaries | 11B. Planning and implementing supplemental after-school programs | CHANGE REQUEST - (Originally $175,000) Reduction due to all programs offering tutoring opportunities (i.e. 21st Century, Saturday School, etc.) After School Tutoring: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. | $100,000 | $ - | $100,000 | $ - | $ - | 65 | Change Request - Was approved for $175,000 in SFY 2022. Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. |
| Eligible Direct Allocation | Instruction | Social Security Contributions | 11B. Planning and implementing supplemental after-school programs | CHANGE REQUEST - (Originally $13,385) (Reduction due to additional afterschool programs offering tutoring opportunities) After School Tutoring Extra Duty Benefits | $7,650 | $ - | $7,650 | $ - | $ - | 65 | Change Request - Was approved for $13,385 in SFY 2022. |
| Eligible Direct Allocation | Instruction | Unemployment Compensation | 11B. Planning and implementing supplemental after-school programs | CHANGE REQUEST - (Originally $175) Reduction due to additional afterschool programs offering tutoring opportunities) After School Tutoring Extra Duty Benefits | $100 | $ - | $100 | $ - | $ - | 65 | Change Request - Was approved for $175 in SFY 2022. |
| Eligible Direct Allocation | Support Services (Students) | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | Parent Truancy Program Education Supplies | $25,000 | $ - | $25,000 | $ - | $ - | 65 | Approved at 10/12/2021 State Board Meeting. |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Public Information Services</th>
<th>Full-Time Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Parent Engagement Coordinator - Communication Employee .5FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.</td>
<td>$ 25,000 $ - $ 25,000 $ - $ - $ - 65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Public Information Services</th>
<th>Group Insurance</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>CHANGE REQUEST – (Orginally $2,280) (Reduction of expense due to signed contract) Parent Engagement - Communication Employee .5FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 2,310 $ - $ 2,310 $ - $ - $ - 65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Public Information Services</th>
<th>Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Parent Engagement - Communication Employee .5FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 1,910 $ - $ 1,910 $ - $ - $ - 65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Public Information Services</th>
<th>Unemployment Compensation</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Parent Engagement - Communication Employee .5FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 25 $ - $ 25 $ - $ - $ - 65</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>CHANGE REQUEST - (Originally $60,000) Reduction of Budget due to award of KDHE grant)Personal Protective Supplies (Hand Sanitation, Masks, etc)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation of Building Services</td>
<td>Other Building Services</td>
<td>Plasma Ionization Equipment. Cleans air in buildings to support students health during COVID to support keeping students in school.</td>
<td>$390,000</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>Overtime Salaries</td>
<td>Social Emotional Training: Focus on students entering in person learning. Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.</td>
<td>$60,000</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>Unemployment Contributions</td>
<td>Social Emotional Training - Benefits</td>
<td>$4,590</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi onal Staff Training Services</td>
<td>Unemployment Compensation</td>
<td>Social Emotional Training - Benefits</td>
<td>$60</td>
</tr>
<tr>
<td>Eligible Direct Allocation &amp; Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>Eligible Direct Allocation &amp; Instruction</td>
<td>Social Security Contributions</td>
<td>Eligible Direct Allocation &amp; Instruction</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>475-1-043-20211214</td>
<td></td>
<td>475-1-044-20211214</td>
<td></td>
<td>475-1-045-20211214</td>
</tr>
<tr>
<td>CHANGE REQUEST (Originally $400,000) Reduction of expense after clearer identification of need and timing of hire) Classroom Aids - Add additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students to reinforce lessons taught during the same class period. Classified Aids will only to work when students are in school (up to 7 hours per day). -District to provide classified aids based on At-Risk population in schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE REQUEST (Originally $30,600) (Reduction of expense after clearer identification of need and timing of hire) Classified Aids - Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE REQUEST (Originally $400) (Reduction of expense after clearer identification of need and timing of hire) Classified Aids - Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE REQUEST - (Originally $43,000) Reduction of expense as position not filled to date) Parent Engagement Coordinator - 1 FTE - Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. The district will utilize a parent survey to determine parent needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 165,000</td>
<td>$ -</td>
<td>$ 165,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>$ 12,650</td>
<td>$ -</td>
<td>$ 12,650</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>$ 165</td>
<td>$ -</td>
<td>$ 165</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE REQUEST - (Originally $3,152) (Reduction of expense as position not filled to date) Parent Engagement Coordinator - Benefits</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE REQUEST (Originally $40) Reduction of expense as position not filled to date Parent Engagement Coordinator - Benefits</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Other Support Services - Salaries</td>
<td>Personal Services - Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>NEW ITEM - 2022 Retention Incentive of existing staff that work 95% of the staffs contract. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of $1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year. Returning teachers who sign a contract for the 2022-23 school year will receive an additional $1000 in retention pay to be paid in the first pay period of the 2022-23 school year. Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of $750. Frontline employees will have the opportunity to earn an additional $250 quarterly payment each quarter.</td>
</tr>
</tbody>
</table>
### Eligible Direct Allocation

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Source</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Non-Certified Salaries</strong></td>
<td></td>
<td>$700,000</td>
<td></td>
</tr>
<tr>
<td><strong>Social Security Contributions</strong></td>
<td></td>
<td>$700,000</td>
<td></td>
</tr>
<tr>
<td><strong>Unemployment Compensation</strong></td>
<td></td>
<td>$126,000</td>
<td></td>
</tr>
<tr>
<td><strong>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</strong></td>
<td></td>
<td>$1,650</td>
<td></td>
</tr>
</tbody>
</table>

**NEW ITEM - 2022 Retention Incentive of existing classified staff that work 95% of the staffs contract ($1250 per qtr) District wide in USD 475:**
The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff.

To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay.

- **Retention Pay of $1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year.**
- **Returning teachers who sign a contract for the 2022-23 school year will receive an additional $1000 in retention pay to be paid in the first pay period of the 2022-23 school year.**
- **Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of $750.**

Frontline employees will have the opportunity to earn an additional $250 quarterly payment each quarter.
NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/2021 to 5/19/2022. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of $1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year (split between ESSER II and ESSER III). Returning teachers who sign a contract for the 2022-23 school year will receive an additional $1000 in retention pay to be paid in the first pay period of the 2022-23 school year (ESSER III). Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of $750 (ESSER II). Frontline employees will have the opportunity to earn an additional $250 quarterly payment each quarter.

NEW ITEM - New hire certificated employee Incentive signing contract for FY2023. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of $1000 will be awarded to staff members who meet the employment and attendance criteria in 2 installments, generally following the 3rd, and 4th quarters of the school year (split between ESSER II and ESSER III). Returning teachers who sign a contract for the 2022-23 school year will receive an additional $1000 in retention pay to be paid in the first pay period of the 2022-23 school year. Teachers new to the district for the spring semester of 2022 or the 2022-23 school year will receive recruitment pay of $750. Frontline employees will have the opportunity to earn an additional $250 quarterly payment each quarter.
<table>
<thead>
<tr>
<th>Eligible Direct</th>
<th>Other Support Services</th>
<th>Social Security Contributions</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>NEW ITEM - New hire certificated employee incentive signing contract for FY2023 - Benefits.</th>
<th>$5,735</th>
<th>$-</th>
<th>$5,735</th>
<th>$-</th>
<th>$-</th>
<th>$65</th>
<th>New Line Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct</td>
<td>Other Support Services</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>NEW ITEM - New hire certificated employee incentive signing contract for FY2023 - Benefits.</td>
<td>$75</td>
<td>$-</td>
<td>$75</td>
<td>$-</td>
<td>$-</td>
<td>$65</td>
<td>New Line Item</td>
</tr>
<tr>
<td>Eligible Direct</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>NEW ITEM - Parenting Workshop Supplies</td>
<td>$25,000</td>
<td>$-</td>
<td>$25,000</td>
<td>$-</td>
<td>$-</td>
<td>$65</td>
<td>New Line Item; Applicant responded via email: Section 12 (C) of ESSER Guidance: Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Increased Parental Engagement: Due to COVID fear and restrictions, we have experienced a slide in our parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Overtime Salaries</td>
<td>NEW ITEM - Parenting Workshops - Extra Duty</td>
<td>$ 7,800</td>
<td>$ -</td>
<td>$ 7,800</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
<td></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>
<tr>
<td>475-1-058-20211214</td>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ 605</td>
<td>$ -</td>
<td>$ 605</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>475-1-059-20211214</td>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ 8</td>
<td>$ -</td>
<td>$ 8</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022 - Benefits</td>
<td>$ 765</td>
<td>$ -</td>
<td>$ 765</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>475-1-061-20211214</td>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>475-1-062-20211214</td>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - 2022 Retention Incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022 - Benefits</td>
<td>$ 10</td>
<td>$ -</td>
<td>$ 10</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEW ITEM - Parenting Workshops - Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Health Services</td>
<td>Group Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>NEW ITEM - Additional Nurse Support - Insurance Benefits</td>
<td>$</td>
<td>-</td>
<td>$8,405</td>
<td>-</td>
<td>-</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

New Line Item; Applicant responded via email: (Part of benefits tied to line #4) Once the district officially hired the nursing staff, we determined the employees were taking health insurance. The salary and other benefits were already approved the first round of approvals. This is just to true up the estimate. Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.
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>Kismet-Southwestern Heights USD 483</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td>17222 Mustang Road; Kismet, Ks. 67859</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Dan Frisby</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:dfrisby@usd483.net">dfrisby@usd483.net</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
<td>620-563-7102 x-4101</td>
</tr>
</tbody>
</table>

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

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

| Applicant / Federal EIN (if applicable) | 480726224 |
| Applicant / Website Address (if applicable) | usd483.net |
| Fiscal Agent / Name (if applicable) | Melinda Justice |
Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Kismet-Plains Southwestern Heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>483</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing City</td>
<td>Kismet</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

Would you like to additional district representatives to the application? | No

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

The board of education has chosen not to move forward with the potential 403b plan. Therefore, we have amended our ESSER II plan to use the funds set aside for the 403b, 17% of the total amount, to be used as premium pay for the staff for extra duties and time that were required as a result of the pandemic.

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

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

This was addressed in the original plan.

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

Addressed in the original plan.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will
be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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

### Local Education Agency (LEA) Assurances

#### Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
  - (a) A State and a subgrantee shall comply with the following statutes and regulations:
    - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
  - (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
    - (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
      - (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
    - (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
      - (Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.
34 CFR §76.702 Fiscal control and fund accounting procedures.
A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff 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.

<table>
<thead>
<tr>
<th>Electronic Signature</th>
<th>Dan Frisby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>11/10/2021</td>
</tr>
</tbody>
</table>

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>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure(s) ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>483-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase student Chromebooks, interactive digital panels for classrooms and purchase SEL Fastbridge program as well as Acellus program for the JH/HS students.</td>
<td>$ 186,500</td>
<td>$ 186,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12270</td>
<td>Approved at 6/9/2021 State Board Meeting. How many devices to be purchased; Applicant responded via email (5/19/21): Part of the amount requested would purchase 135 Chromebooks and 27 ClearTouch interactive panels.</td>
</tr>
<tr>
<td>483-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Hire district social worker with counseling responsibilities</td>
<td>$ 142,000</td>
<td>$ -</td>
<td>$ 71,000</td>
<td>$ 71,000</td>
<td>-</td>
<td>12050</td>
<td>Approved at 6/9/2021 State Board Meeting. Information as it relates to COVID-19; Applicant responded via email: During this year we have seen a significant increase in social emotional issues in our students. This position would allow us to better serve our students, staff and families regarding mental health issues/concerns/counseling, as well as find proper community resources as needed. We have seen an increase in the number of families in need in many areas.</td>
</tr>
<tr>
<td>483-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Recruitment and retention - premium pay for extra duties required during the pandemic.</td>
<td>$ 90,000</td>
<td>$ -</td>
<td>$ 90,000</td>
<td>-</td>
<td>-</td>
<td>70500</td>
<td>Change Request-Was approved for $45,000 in SFY 2022 and 2023, relate to COVID-19; Applicant responded via email: There is a significant shortage of teachers in our state. Many have left the profession as a result of the stresses that have occurred during the pandemic. This plan would allow us to better recruit and retain teachers. It is a known fact that teachers tend to gravitate toward and stay in districts where they are better supported emotionally and financially. We want to hire for longevity. This plan would allow us to better do that.</td>
</tr>
<tr>
<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>Pay teachers to provide academic support for students</td>
<td>$12,500</td>
<td>$12,500</td>
<td>$-</td>
<td>$-</td>
<td>$12000</td>
<td>Approved at 6/9/2021 State Board Meeting. Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Pay for full time substitute teachers</td>
<td>$148,000</td>
<td>$73,000</td>
<td>$75,000</td>
<td>$-</td>
<td>$-</td>
<td>$12050</td>
<td>Approved at 6/9/2021 State Board Meeting. Provide additional information how it relates to COVID-19; Applicant responded via email: When the pandemic began, we saw our district sub teacher pool drop from 12 to 2. We anticipated that there would be potential issues regarding teachers (positive or quarantines) and that we may not be able to cover it all. We hired three full time district subs. This allowed us to help cover teachers and to remain in person. I am convinced that we were able to remain in person all year because of our full time subs.</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Property</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Purchase and install water bottle filling stations in schools</td>
<td>$10,038</td>
<td>$10,038</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$22300</td>
<td>Approved at 6/9/2021 State Board Meeting. This is a capital improvement and requires the necessary paperwork.</td>
<td></td>
</tr>
</tbody>
</table>
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 489 Hays

Applicant / Mailing Address
| 323 West 12th, Hays KS 67601

Applicant / First and Last Name of Owner, CEO, or Executive Director | Chris Hipp

Applicant / Email Address of Owner, CEO, or Executive Director | chipp@usd489.com

Applicant / Phone Number | 785.623.2400

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Hays

District Number | 489
<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>Street Address</th>
<th>323 West 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing City</td>
<td></td>
<td>Hays</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
<td>67601</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
<td>Chris Hipp</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
<td><a href="mailto:chipp@usd489.com">chipp@usd489.com</a></td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
<td>+17856232400</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
<td><a href="mailto:rwilson@usd489.com">rwilson@usd489.com</a></td>
</tr>
<tr>
<td>Other District Representative 2</td>
<td>Email Address</td>
<td><a href="mailto:sdinkel@usd489.com">sdinkel@usd489.com</a></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.

Updated Change Request for ESSER 2

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No |

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


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.

- Updated ESSER II application with updated estimated costs.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

- Student progress monitoring

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX
489_Hays_ESSER II Change... (156 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
   (a) A State and a subgrantee shall comply with the following statutes and regulations:
      • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
      • Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
   (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
   (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
   (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
   (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
   (Authority: 20 U.S.C. 1221e-3 and 3474)
34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
   A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
   (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.701 The State or subgrantee administers or supervises each project.
   A State or a subgrantee shall directly administer or supervise the administration of each project.
   (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.702 Fiscal control and fund accounting procedures.
   A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
   (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
34 CFR §76.709 Funds may be obligated during a “carryover period.”
(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

34 CFR §76.722 Subgrantee reporting requirements.
A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.
A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.
Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature       | Chris Hipp
Date                      | 10/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>489-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Staff FFCRA leave, substitutes for FFCRA leave and COVID response staff salaries and reimburse the district for staff premium pay for additional hours worked due to COVID.</td>
<td>$408,844</td>
<td>$408,844</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-07-00-1000-110000</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-002-20211214</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>Instructional supplies to address learning loss and prepare for summer school</td>
<td>$1,118</td>
<td>$1,118</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-07-00-1000-61013001</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-003-20211214</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>Instructional supplies to address learning loss and prepare for summer school</td>
<td>$2,153</td>
<td>$2,153</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-07-00-1000-61013000</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-004-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Text books and intervention materials for summer school and classroom reading intervention</td>
<td>$28,255</td>
<td>$28,255</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>1-07-00-1000-73013001</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-005-20211214</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>CHANGE - Reduced to 1 KG Teachers due to lower number of KG students, removed fy 23 budget and will apply for ESSER 3</td>
<td>$110,754</td>
<td>$ -</td>
<td>$110,754</td>
<td>$ -</td>
<td>$ -</td>
<td>07 E 1000 1100700701</td>
<td>Change Request. Previously approved for $55,000 for both SFY 2022 and 2023</td>
</tr>
<tr>
<td>Category</td>
<td>Instruction</td>
<td>Details</td>
<td>Budget FY22</td>
<td>Budget FY23</td>
<td>Budget Change</td>
<td>Code</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Life Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$19</td>
<td>$19</td>
<td>$0</td>
<td>07 E 1000 214 0700 701</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$6,861</td>
<td>$6,861</td>
<td>$0</td>
<td>07 E 1000 220 0700 701</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$1,605</td>
<td>$1,605</td>
<td>$0</td>
<td>07 E 1000 222 0700 701</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Worker's Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$104</td>
<td>$104</td>
<td>$0</td>
<td>07 E 1000 270 0700 701</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Health Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$9,425</td>
<td>$9,425</td>
<td>$0</td>
<td>07 E 1000 280 0700 701</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>General Supplies and Materials</td>
<td>CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss</td>
<td>$17,974</td>
<td>$17,974</td>
<td>$0</td>
<td>07 E 1000 610 0000 701</td>
<td>Change Request. Previously approved for $10,000 SFY 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Books and Periodicals</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$0</td>
<td>07 E 1000 640 0200 701</td>
<td>Change Request. Previously approved for $20,750 SFY 2021, $7,000 SFY 2022 and $7,000 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>Description</td>
<td>Approved FY2022</td>
<td>Approved FY2023</td>
<td>Requested FY2024</td>
<td>Change Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Canvas and SeeSaw learning management softwares to connect home and school. CHANGE - updated to actual cost and moved FY23 to ESSER 3</td>
<td>$28,136</td>
<td>$28,136</td>
<td>-</td>
<td>Change Request, Previously approved for $23,400 SFY 2022 and $24,102 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Reduced due to lowe cost for FY22 for Educlimber, Zello, Lexia and FastBridge to support learning loss through MTSS targeted intervention, removed fy 23 budget and will apply for ESSER 3</td>
<td>$53,491</td>
<td>$53,491</td>
<td>-</td>
<td>Change Request, Previously approved for $58,400 SFY 2022 and $59,568 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss</td>
<td>$2,069</td>
<td>$2,069</td>
<td>-</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>seven 1st grade classroom aides to support academic and sel learning loss in early childhood students resulting from pandemic. CHANGE - reduced total cost because we have been unable to fill all positions. Removed FY23 budget and will apply for ESSER 3</td>
<td>$32,000</td>
<td>$32,000</td>
<td>-</td>
<td>Change Request, Previously approved for $77,000 SFY 2022 and $80,000 SFY 2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$37</td>
<td>$37</td>
<td>-</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$1,799</td>
<td>$1,799</td>
<td>-</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Eligible</td>
<td></td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$421</td>
<td>$421</td>
<td>-</td>
<td>New Line Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensation</td>
<td>Eligibility</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1001 270 0700 701</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>----------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>489-1-020-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensation</td>
<td>Eligibility</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1001 270 0700 701</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-021-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health Benefits</td>
<td>Eligibility</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1001 280 0700 701</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-022-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Original Request - June 2021 and June 2022 Summer School Teachers - 25 Elem, 7 Middle School, 5 High School Teachers. CHANGE - increased $9856 to account for higher than expected cost of Summer School Staff.</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 110 0700 701</td>
<td>New Line Item</td>
</tr>
<tr>
<td>489-1-023-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE - added expense code for Summer School Staff employment cost</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 220 0700 701</td>
<td>Change Request. Previously approved for $3,074 SFY 2022 and 2023</td>
</tr>
<tr>
<td>489-1-024-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE - added expense code for Summer School Staff employment cost</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 222 0700 701</td>
<td>Change Request. Previously approved for $1,230 SFY 2022 and 2023</td>
</tr>
<tr>
<td>489-1-025-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensation</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE - added expense code for Summer School Staff employment cost</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 270 0700 701</td>
<td>Change Request. Previously approved for $719 SFY 2022 and 2023</td>
</tr>
<tr>
<td>489-1-026-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE - added expense code for Summer School Staff employment cost</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 293 0700 701</td>
<td>Change Request. Previously approved for $49 SFY 2022 and $50 SFY 2023</td>
</tr>
<tr>
<td>489-1-027-202112 14</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Eligibility</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for Summer School</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>07 E 1006 610 0277 701</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
</tr>
<tr>
<td>Line Item</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>Description</td>
<td>Updated Budget</td>
<td>$2023</td>
<td>$2020</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-028-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>updated with actual est and moved fy 23 to E3. Added additional school nurse to provide nursing services associated with the Covid 19 pandemic</td>
<td>$42,807</td>
<td>$-</td>
<td>$-</td>
<td>$07 E 2134 110 0700 701</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-029-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Life Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$9</td>
<td>$-</td>
<td>$9</td>
<td>$-</td>
<td>$07 E 2134 214 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-030-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$1,998</td>
<td>$-</td>
<td>$1,998</td>
<td>$-</td>
<td>$07 E 2134 220 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-031-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Medicare - Employer's Contribution</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$467</td>
<td>$-</td>
<td>$467</td>
<td>$-</td>
<td>$07 E 2134 222 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-032-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Worker's Compensation</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$30</td>
<td>$-</td>
<td>$30</td>
<td>$-</td>
<td>$07 E 2134 270 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-033-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Health Benefits</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$13,840</td>
<td>$-</td>
<td>$13,840</td>
<td>$-</td>
<td>$07 E 2134 280 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-034-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>CHANGE - Reduced $13,000 due to lower than expected employment cost of 1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication</td>
<td>$36,250</td>
<td>$-</td>
<td>$36,250</td>
<td>$-</td>
<td>$07 E 2200 110 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-035-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 2</td>
<td>$2,238</td>
<td>$-</td>
<td>$2,238</td>
<td>$-</td>
<td>$07 E 2200 220 0700 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Item</td>
<td>Description</td>
<td>Budget Details</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-036-20211214</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>523</td>
<td>-</td>
<td>$</td>
<td>523</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-037-20211214</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Worker's Compensation</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>34</td>
<td>-</td>
<td>$</td>
<td>34</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-038-20211214</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Health Benefits</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>435</td>
<td>-</td>
<td>$</td>
<td>435</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-039-20211214</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Regular Certified Salaries</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE - added expense code for Summer School Staff employment cost</td>
<td>$</td>
<td>36</td>
<td>-</td>
<td>$</td>
<td>36</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-040-20211214</td>
<td>Direct Allocation</td>
<td>Supervision of Improvement of Instruction Services</td>
<td>Regular Certified Salaries</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGE - increased $13,000 due to higher than anticipated employment cost of MTSS coach.</td>
<td>$</td>
<td>58,348</td>
<td>-</td>
<td>$</td>
<td>58,348</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-041-20211214</td>
<td>Direct Allocation</td>
<td>Supervision of Improvement of Instruction Services</td>
<td>Life Insurance</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>19</td>
<td>-</td>
<td>$</td>
<td>19</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>489-1-042-20211214</td>
<td>Direct Allocation</td>
<td>Supervision of Improvement of Instruction Services</td>
<td>Social Security Contributions</td>
<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$</td>
<td>3,583</td>
<td>-</td>
<td>$</td>
<td>3,583</td>
<td>-</td>
<td>$</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Supervision of Improvement of Instruction Services</td>
<td>Medicare - Employer's Contribution</td>
<td>Worker's Compensation</td>
<td>Health Benefits</td>
<td>Other Employee Benefits</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>CHANGE - Added LETRS literacy training, supplies and materials for all staff to improve reading instruction and address learning loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>added benefit lines for fy 22, removed fy 23 budget and will apply for ESSER 3</td>
<td>$35,864</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-043-20211214</td>
<td>$838</td>
<td>$ -</td>
<td>$838</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2211 222 0700 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-044-20211214</td>
<td>$53</td>
<td>$ -</td>
<td>$53</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2211 270 0700 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-045-20211214</td>
<td>$9,095</td>
<td>$ -</td>
<td>$9,095</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2211 280 0700 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-046-20211214</td>
<td>$1,008</td>
<td>$ -</td>
<td>$1,008</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2211 291 0700 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-047-20211214</td>
<td>$1,113</td>
<td>$ -</td>
<td>$1,113</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2211 292 0700 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>489-1-048-20211214</td>
<td>$35,864</td>
<td>$ -</td>
<td>$35,864</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$07 E 2213 610 0000 701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Building Improvements (Outside Contractor(s))</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>CHANGE - Increased $430,000 due to higher than expected cost to replace fixed windows with operating windows.</td>
<td>$653,489</td>
<td>-</td>
<td>$653,489</td>
<td>-</td>
<td>07 E 4700 450000 701</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
<td></td>
<td></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 | Kansas City, Kansas Public Schools

Applicant / Mailing Address

| 2010 N 59th Street
| Kansas City, KS 66104

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tracy Kaiser

Applicant / Email Address of Owner, CEO, or Executive Director | tracy.kaiser@kckps.org

Applicant / Phone Number | 913-279-2254

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Kansas City Kansas

District Number | 500
| Mailing Address | Street Address   | 2010 N 59th Street |
| Mailing | City          | Kansas City       |
| Mailing Address | Zip Code       | 66104             |
| Authorized Representative of the District | Name           | Tracy Kaiser      |
| Authorized Representative of the District | Position or Title | Executive Director of Business Operations |
| Authorized Representative of the District | Email Address   | tracy.kaiser@kckps.org |
| Authorized Representative of the District | Phone Number    | +19132792254     |
| Would you like to additional district representatives to the application? | No |

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The diverse make-up of Kansas City, Kansas School district as a whole, lends itself to the disproportionate impact of COVID-19. Specific data for our district shows that: there are a little over 4,000 students identified with disabilities; over 9,000 English Learners; approximately 3% of the population that qualifies under McKinley-Vento; and the free and reduced lunch rate is 77%. The Board of Education made the decision to have students remain in remote learning for a majority of the 2020/2021 school year due to positive COVID percentage rate for Wyandotte county, which was at 28% for a majority of the school year. Students with the highest educational needs were brought back to in-person learning in early January, with the majority of students returning on March 31st. The education impact of being in remote learning for over a year with our high needs diverse population will be shown when the Kansas Assessment data becomes available.

The socio-emotional needs of our students is also of great concern. Over the past year, the district has lost an increased number of students to gun violence, drug related issues, and suicide. The referral rate to our building based social workers has increased 50% over the past school year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No |

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 consulted a variety of stakeholders on the best usage of the funds. The largest percentage, 71%, of the funds will be spent on instructional-related needs due to the pandemic. Core instruction for our students is essential, in order to meet the needs of our students, updated resources must be in their hands to address learning loss. Summer school, before-, during- and after- school tutoring has also been established as a priority for our students; as well as resources for intervention. We are also addressing the needs of our diverse population by providing additional professional development to teaching staff. 3% of the funds are allocated to address the socio-emotional needs of our students. Resources will be purchased to utilize within the school day. We are also providing support through our summer program with additional social workers, and looking at establishing a district care clinic after hours for our students. In order to address the needs of facilities, as well as health related issues, 12% of the funds have been set aside. By upgrading air filtration, water filtration, and daily sanitization, our facility needs can be met. We are in need of hiring additional health service providers to meet the increased demand placed on our building-based health service staff.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will monitor a variety of data points to determine the impact of the expenditures on our students. Academic, both formative and summative data, will be examined to determine the impact of the instructional expenditures. Attendance, discipline, and referral data will be examined to determine the impact of our expenditures related to socioemotional needs.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:


- Discrimination on the basis of 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 | racy Kaiser |
| Date                | 10/25/2021 |

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Notes</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>500-1-001-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12: Addressing learning loss among students, including vulnerable populations</td>
<td>Curriculum targeted toward areas in which students have fallen behind. To ensure we have the necessary materials to close student learning gaps due to COVID-19, we will need to purchase necessary curriculum resources that align to the KSCCRS. One specific example is, due to COVID-19, our students in K-3 have sustained learning loss in literacy skills. Therefore, we need to ensure that we provide our K-3 teachers and students with the necessary instructional materials that align to the KSCCRS, Structure Literacy, and Science of Reading (KSDE Dyslexia Requirements).</td>
<td></td>
<td>$7,379,002</td>
<td>$3,879,002</td>
<td>$3,500,000</td>
<td>-</td>
<td>-</td>
<td>07-31-001-1000-0039-56440</td>
<td>Change Request: Was approved for $3,884,241 in SFY 2021 and $3,500,000 in SFY 2022</td>
</tr>
<tr>
<td>500-1-002-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>11A: Planning and implementing summer learning or enrichment programs</td>
<td>The learning loss due to COVID will be addressed with a summer school program. Summer school salaries. There were 10,000 students eligible to attend summer school, currently there are 5,000 enrolled and set to begin. There will be: 6 summer school coordinators; 18 site administrators; and approximately 375 teachers; as well as instructional support staff and other school support staff.</td>
<td></td>
<td>$3,992,090</td>
<td>$1,867,090</td>
<td>$2,125,000</td>
<td>-</td>
<td>-</td>
<td>07-40-001-1800-0039-51200</td>
<td>Change Request: Was approved for $2,300,000 in SFY 2021 and $3,000,000 in SFY 2022</td>
</tr>
<tr>
<td>500-1-003-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Textbooks</td>
<td>11A: Planning and implementing summer learning or enrichment programs</td>
<td>Summer school student transportation. Increases the opportunity for students to attend summer school. 75% of our summer school students need transportation. Transportation is essential for our students to attend summer school to deal with the learning loss due to COVID.</td>
<td></td>
<td>$275,935</td>
<td>$125,935</td>
<td>$150,000</td>
<td>-</td>
<td>-</td>
<td>07-25-600-1800-0039-55190</td>
<td>Change Request: Was approved for $80,000 in SFY 2021 and $80,000 in SFY 2022</td>
</tr>
<tr>
<td>Category</td>
<td>Additional Compensation Paid to Instructional Aides and Assistants</td>
<td>Community Partnerships for Academic Tutoring. These funds would be used to coordinate with community partners to provide additional tutoring for students. Could impact 75% of our students.</td>
<td>$660,000</td>
<td>$ -</td>
<td>$660,000</td>
<td>$ -</td>
<td>$07-40-001-1000-8039-51520</td>
<td>Change Request - Was approved for $560,000 in SFY 2021 and 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11B. Planning and Implementing Supplemental After-School Programs</td>
<td>Reading Intervention Teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher.</td>
<td>$1,731,000</td>
<td>$577,000</td>
<td>$577,000</td>
<td>$577,000</td>
<td>$ -</td>
<td>$07-40-001-1000-8039-51200</td>
<td>Change Request - Was approved for $577,000 in SFY 2021 and 2022.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Technical Services</td>
<td>WorkKeys Tutor Assessment. Paraprofessionals providing instructional support in programs supported with Federal funds must meet the following requirements: 1) Have a high school diploma or a GED certificate and, 2) Complete 48 hours at an institution of higher education* OR 3) Obtain an associate's (or higher) degree OR 4) Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness). We currently have a large number of para/instructional support positions vacant due to COVID and a large candidate pool without the required credentials. Many SPED and ECH classrooms require an instructional support staff member in order to meet IEP or federal programming (Head Start) guidelines. All schools and students will be impacted by this project. Students and teachers benefit by having an additional layer of instructional support in the classroom, supported by a highly qualified staff member. If we are unable to fill current vacancies, we will be out of compliance in some of our federally funded classrooms. If we are out of compliance, we will run the risk of losing these federal funds. Loss of funds will result in eliminating these classrooms, reduction in staff, and loss of learning opportunities for students.</td>
<td>$7,200</td>
<td>$3,600</td>
<td>$3,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$07-32-001-2540-8039-53520</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Other Sources of Student Transportation Services (Including mileage paid in lieu of transportation)</td>
<td>In order to further support our students’ learning loss due to COVID, tutoring will be provided. Student transportation for before/after school tutoring includes bus drivers/bus aides salaries and fuel. Increases the opportunity for students to attend tutoring. 50% of our students would benefit.</td>
<td>$90,000</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$-</td>
<td>$-</td>
<td>07-25-600-2700-8039-55190</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>In order to address the learning loss of students who were in PreK when schools shut down due to COVID, as well as students who were not able to attend PreK due to COVID, we will offer a Kindergarten Jump Start. Kindergarten jump start teacher salaries. This will cover the cost of 28 teachers and 28 instructional aides. This will take place over one week. The cost of supplies and transportation is also included.</td>
<td>$190,000</td>
<td>$-</td>
<td>$95,000</td>
<td>$95,000</td>
<td>$-</td>
<td>$-</td>
<td>07-40-001-1000-8039-51200</td>
<td>Change Request was approved for $95,000 in SFY 2021 and $95,000 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Intervention software - KSDE approved evidenced-based intervention software will be identified by the C&amp;I department that can be purchased to help fill in gaps in reading and math caused by COVID-19 as well. Buildings will have an opportunity to select from those software programs. To ensure fidelity of use and analysis of data, monthly check-in meetings will occur with IIOs to determine if the program is having an impact on student achievement. AVID - Avid is AVID, an acronym for Advancement Via Individual Determination, is an &quot;untracking&quot; program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. AVID’s mission is to close the opportunity gap by preparing all students for college readiness and success in a global society, virtual school. We will pilot in one high school, two feeder middle schools, and two feeder elementary schools. Virtual School - The District will partner with Greenbush to afford the opportunity for students to participate in virtual school. The cost per student will be $3,500.</td>
<td>$4,090,000</td>
<td>$2,445,000</td>
<td>$1,445,000</td>
<td>$200,000</td>
<td>$-</td>
<td>$-</td>
<td>07-31-001-1000-8039-56530</td>
<td>Change Request- Was approved for $2,345,000 in SFY 2021 and $1,345,000 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500-1-010-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Instructional Programs Improvement Services</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>Professional development (SIOP, ECC/DRDP Training). SIOP professional learning series enables teachers, in all content areas, to gain knowledge of best instructional practices to support English Learners. ECC/DRDP Training on how to deliver the early childhood assessment</td>
<td>$1,002,488</td>
<td>$519,488</td>
<td>$483,000</td>
<td>$-</td>
<td>$-</td>
<td>07-31-001-2213803953210</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>500-1-011-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td>Regular Certified Salaries</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery</td>
<td>Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours.</td>
<td>$50,000</td>
<td>$-</td>
<td>$50,000</td>
<td>$-</td>
<td>$-</td>
<td>07-40-001-0000803951200</td>
<td>Change Request - Was approved for $50,000 in SFY 2021 and SFY 2022</td>
<td></td>
</tr>
<tr>
<td>500-1-012-20211214</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Administrative Technology Services</td>
<td>Rental of Equipment and Vehicles</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Our students were in remote learning for a majority of the 2020/2021 school year due to COVID. As the need for the use of technology grows, we need to increase bandwidth for the district. This will benefit 22,000 students and all of our staff.</td>
<td>$119,900</td>
<td>$109,900</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>07-26-001-2580803954420</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Software</td>
<td>Safety General Supplies and Materials (includes computer software)</td>
<td>Equipment</td>
<td>1. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>In order to mitigate due to COVID, we are purchasing Air filtration systems in 40 schools. Anticipate 2,300 units to include classrooms and office areas.</td>
<td>$1,238,000</td>
<td>$1,238,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-24-005-2623-8039-57300</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></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>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Software</td>
<td>Safety General Supplies and Materials (includes computer software)</td>
<td>Equipment</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Due to COVID, there became an increased to communicate with our diverse populations over health related issues, such as contact tracing. We will purchase a translation software program. This cost would cover the entire school district and provides the opportunity to send messages in over 100 languages to stakeholders in our school community.</td>
<td>$135,000</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$-</td>
<td>07-80-001-1000-8039-56530</td>
<td>Change Request- Was approved for $45,000 in SFY 2021 and SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Software</td>
<td>Safety General Supplies and Materials (includes computer software)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>To mitigate the spread of COVID, there will be a continued need to provide PPE for students and staff.</td>
<td>$23,000</td>
<td>$10,000</td>
<td>$8,000</td>
<td>$5,000</td>
<td>$-</td>
<td>07-20-001-2670-8039-56100</td>
<td>Change Request- Was approved for $10,000 in SFY 2021 and $8,000 in SFY 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Software</td>
<td>Safety General Supplies and Materials (includes computer software)</td>
<td>Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Water bottle fillers (40 schools with 2 per building), disinfecting system (Danolyte Generator Hypochlorous System creates internal cost savings by creating our own cleaning solution instead of purchasing from vendors) to mitigate the spread of COVID-19.</td>
<td>$305,000</td>
<td>$305,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-24-005-2670-8039-57300</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Administrative Technology Services</td>
<td>Supplies Technology Related</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Apple TV system, laptops for classified staff. The upgrading of technology, Apple TVs, in our schools will allow all teachers to have up to date technology for instruction. Our instructional aides will also be able to increase their capacity to support students by having the same technology as teachers and students.</td>
<td>$546,000</td>
<td>$345,000</td>
<td>$201,000</td>
<td>$-</td>
<td>$-</td>
<td>07-26-001-2580-8039-56500</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Social Work Services</td>
<td>Regular Certified Salaries</td>
<td>Equipment</td>
<td>10. Providing mental health services and supports</td>
<td>In order to support our students who have socio-emotional needs as a result of COVID, we will have Social workers for summer school. Each summer school site will have a social worker on staff to support the socio-emotional needs of our students. Social workers will work 5.5 hours a day for four weeks, June 3-July 1st.</td>
<td>$40,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>07-51-001-1800-8039-51670</td>
<td>Approved at 7-13-2021 State Board Meeting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| S00-1-019-202112 | Eligible Direct Allocation | Instructional Staff Training Services | Instructional Programs Improvement Services | 10. Providing mental health services and supports | There has been an increase in our students behavioral/socio-emotional needs as a result of COVID. We will provide a professional development (trauma informed summer series, SEL resources, crisis team training). The proposed solution is to sustain the Trauma Sensitive and Resilient Schools Initiative that aligns and supports the Behavioral Health, Equity and Inclusion and Social Emotional Learning. This will include extra duty for staff for the Trauma Sensitive Summer Series, resources and mileage for Social Workers to support home visits, mental health services for school based therapists and an after school care clinic and to bridge the work of the Behavioral Health Coordinator. This proposal will impact students, families and staff. This work aligns with the KSDE SECD standards, the District’s MTSS initiative, KESA and the District’s Strategic Initiative Plan. The SEL resources provide rich, robust and evidence based resources that will develop Tier I supports. Tier supports will be cemented in evidence-based SEL practices with teachers, counselors and social workers that align with MTSS, KESA priorities and student achievement. | 326,612 | 225,806 | 100,806 | - | - | 07-51-001-2213-8039-53210 | Approved at 7-13-2021 State Board Meeting. 
| S00-1-020-202112 | Eligible Direct Allocation | Instructional Software | Instructional Programs Improvement Services | 10. Providing mental health services and supports | To further support students who are experiencing increased socio-emotional needs as a result of COVID, we will purchase the Edgenuity SEL component. Socio-emotional needs often manifests itself with behavior issues. This software will allow students who are in an alternative to suspension setting the ability to engage in socio-emotional skills. This will be provided to the middle and high school campuses. | 50,000 | 25,000 | 25,000 | - | - | 07-31-001-1000-8039-56530 | Approved at 7-13-2021 State Board Meeting. 
<p>| S00-1-021-202112 | Eligible Direct Allocation | Student Accounting Services | Regular Certified Salaries | 10. Providing mental health services and supports | There has been an increased need for support in our system around the socio-emotional needs of students due to the trauma of COVID. There will be a Coordinator for trauma informed care and services to oversee all trauma informed care initiatives for the District. | 156,000 | 78,000 | 78,000 | - | - | 07-51-001-2114-8039-51690 | Approved at 7-13-2021 State Board Meeting. |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible Direct Allocation</th>
<th>Health Services</th>
<th>Regular Certified Salaries</th>
<th>Description</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>CHG</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-1-022-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>1,000,912</td>
<td>480,456</td>
<td>-</td>
<td>$520,456 in SFY 2021 and SFY 2022 Was approved for Change Request</td>
</tr>
<tr>
<td></td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>Services Regular Certified Salaries</td>
<td>10. Providing mental health services and supports Establish a District Care Clinic that will provide mental health services due to COVID. This will include Behavioral Health Social Workers providing direct services and 3 to 4 session at no cost to the student/family. The cost is estimated to be about 40,000 for 12 Social Workers to work 5 hours a week during the school year (186 days). Additional nursing staff: 1 Spanish interpreter, 3 Health Data Specialists to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs to support recommended student:nurse ratios at high acuity/high enrollment schools, 4 Health Room Aides to support at lower acuity/high enrollment schools. Consider adding health office staff, such as a Health Office Assistant to the School Nurse.</td>
<td>$1,000,912</td>
<td>$480,456</td>
<td>$520,456</td>
</tr>
<tr>
<td>500-1-023-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>224,000</td>
<td>112,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>Services Software Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts The Director of health services. This individual will oversee all health related services for the District. Duties of the current health services coordinator are too extensive due to COVID-19.</td>
<td>$224,000</td>
<td>$112,000</td>
<td>$112,000</td>
</tr>
<tr>
<td>500-1-024-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>141,658</td>
<td>70,829</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Direct</td>
<td>Allocation</td>
<td>Health</td>
<td>Services Software Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts Health services software for COVID contact tracing will impact all staff and students.</td>
<td>$141,658</td>
<td>$70,829</td>
<td>$70,829</td>
</tr>
<tr>
<td>500-1-025-20211214</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Improvement of Instruction Services Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations Director of MTSS for coordination of learning loss due to Covid as well as extended learning opportunities outside of the school day and summer school</td>
<td>$250,000</td>
<td>$125,000</td>
<td>$125,000</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Food Preparation and Dispensing Services</td>
<td>Regular Non-Certified Salaries</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Provide for excess costs associated with nutritional services. The district was able to serve 3,000 students during remote learning due to Covid through meal pick up locations and on-site delivery. Maintaining nutritional service staff employment was imperative through the pandemic for community support and the availability to feed children.</td>
<td>$ 2,484,045</td>
<td>$ -</td>
<td>$2,484,045</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Student Accounting Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>As a result of COVID, our elementary students need a structured program alternative to tutoring before and after school. Expanding Kidzone before/after school programs. Cost of the entire operation for 2 Sites 120 students AM/PM 40 a week = 172,800: Tuition Staff 12: $16.00 an hr: 20,000 for salaries Transportation: 10,800 Nutritional Services: 5500 Enrichment Contracts(BoyScouts, 4H, Martial Arts and Girl Scouts): 30,000 Second Step: 25,000 KidZone allow students to arrive early and stay after hours in a structured setting.</td>
<td>$ 304,100</td>
<td>$ -</td>
<td>$304,100</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention payment to classified staff. As a result of COVID, we have lost many staff members. This retention payment would help to assist in staff retention. It would impact approximately 2,200 staff members.</td>
<td>$ 1,110,000</td>
<td>$ -</td>
<td>$1,110,000</td>
<td>$ -</td>
</tr>
<tr>
<td>Category</td>
<td>Purpose</td>
<td>Budget Amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>$900,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Monitoring Services</td>
<td>$186,835</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation of Buildings Repairs and Maintenance Services</td>
<td>$7,700,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The JAG-K program provides support for students to graduate. Due to the learning loss experienced due to COVID, additional teachers could expand the JAG-K program to reach more students.

Bus camera system for contact tracing. When a student tests positive for COVID, we need to know what other students were in close proximity to that student for contact tracing.

Replace HVAC units to improve air quality for students and staff. Includes 53 HVAC units in 7 schools, 25 electric RTU's district wide, 35 boilers in 5 schools, 4 chillers in 2 schools, and 2 pneumatic controls in 2 schools.

Bus camera system is used for contact tracing on our buses. 200 systems at $934.17 each. Includes installation and shipping.

Systems will improve air quality by filtering viral particles out of the air. Additional information from the applicant via email: Replace heating, cooling, ventilation and HVAC components to improve air quality for students and staff and filter viral particles out of the air. Includes 75 Roof Top Units &/or air handlers, 35 boilers, 4 chillers at 23 locations, and replacement of antiquated pneumatic controls at 2 schools. The new units will be engineered with appropriate static to accommodate MERV 13 filters at a minimum.

As per CDC: When indoors, ventilation mitigation strategies can help reduce viral particle concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentrations and reduce the overall viral dose to occupants. Allowable if CDC guidelines are met. Capital Improvement documentation required.