Dear Task Force members, 

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

- 1 district is requesting a change to their previously allocated ESSER II funds.
- 15 districts are allocating ESSER III funds. This includes their plans as well as their line items.

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

Reminder

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

- For new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.
- For items deemed ineligible by the KSDE review team, the item will be highlighted in red.
Commissioner’s Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money - Friday, February 4th, 2022

Call to Order
Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, February 4th, 2022.
The meeting was conducted via video conference and was live streamed for the public to observe and listen.

Approval of Agenda
Bert Lewis made a motion to approve the agenda as amended for the February 4th meeting and Melissa Rooker seconded it. Motion carried unanimously.

Attendance:
The following Task Force members attended by video conference:

Jim Porter                      Frank Harwood
Janet Waugh                 Alicia Thompson
Brenda Dietrich            Roberta Lewis
Pat Pettey                      Jason Winbolt
Simeon Russell             Brad Bergsma
Lisa Peters                      Janet Eaton
Mike Argabright            Nick Compagnone
Jamie Rumford             Adam Proffitt
Melissa Rooker

Approval of December 10th Minutes
Jason Winbolt made a motion to approve the December 10th minutes and Nick Compagnone seconded it. Motion carried unanimously.

Kansas leads the world in the success of each student.
ESSER II: Change Application Status Update – Doug Boline
Doug Boline started the meeting off by stating that 17 ESSER II change request applications will be reviewed in today's meeting and if approved, the batch will be recommended to the State Board of Education for approval on Tuesday, February 8th, 2022.
The 17 ESSER II change request applications consist of 661 individual budgeted expenditures totaling a value of $19.6 million.

ESSER II: Discussion of Change Requests Deemed Eligible by KSDE – Doug Boline
The eligible expenditures for the 17 change requests totaled to $19,651,886 (cumulative). The net change for the eligible requests total to $4,602,667. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - Commissioner's Task Force (ksde.org).

ESSER III: Summary & Discussion of Request Deemed Eligible by KSDE – Doug Boline
Doug Boline mentioned that the 29 districts represented in today's ESSER III application batch have requested $55.6 million total (91% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from $82,627 to $18,623,159; average amount per district is $1,916,441. The eligible planned expenditures (for this batch) per student range from $201 to $2,470; average amount is $1,091.

Vote to Recommend the ESSER II Change Requests Slate to Kansas State Board of Education – Doug Boline
Frank Harwood made a motion to approve the ESSER II change requests (separately from the ESSER III applications) and Brad Bergsma seconded it. Motion carried (17-0).

Vote to Recommend the ESSER III Application Slate to Kansas State Board of Education – Doug Boline
Melissa Rooker made a motion to conditionally approve the ESSER III applications (with the addition of requiring further proof of stakeholder engagement; funds will become available as the requirements are met) and Pat Pettey seconded it. Motion carried (16-1).

Adjournment – Chairman Porter adjourned the meeting at 3:42 p.m. The next meeting will occur on Friday, March 4th, 2022 at 3:00 p.m.
## Agenda for March 4th, 2022 Task Force meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 to 3:05pm</td>
<td>Call to Order</td>
</tr>
<tr>
<td>3:05 to 3:10pm</td>
<td>ESSER II: Change Application Status Update</td>
</tr>
<tr>
<td>3:10 to 3:15pm</td>
<td>ESSER III: Application Status Update</td>
</tr>
<tr>
<td>3:15 to 3:30pm</td>
<td>ESSER III: Summary &amp; Discussion of Request Deemed Eligible by KSDE</td>
</tr>
<tr>
<td>3:30 to 3:35pm</td>
<td>ESSER III: Discussion of Requests Deemed Ineligible by KSDE</td>
</tr>
<tr>
<td>3:35 to 3:40pm</td>
<td>Vote to Recommend Application and Change Slate to KSBOE</td>
</tr>
</tbody>
</table>
ESSER II: Change Application Status Update

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

- 1 ESSER II change application from a district representing 2,304 students
- 32 individual budgeted expenditures totaling a value of $1.1M

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

286 ESSER II plans

- Slates of plans previously approved by State Board: 286 plans, $283.5M
- Batch of change request plans being reviewed today: 1 plan, $1.1M
- Batch of plans being reviewed today: 0 plans, $0
- Plans that have not yet been submitted: 0 plans
- Plans that are in progress: 0 plans

ESSER II: Discussion of Change Requests Deemed Eligible by KSDE
### ESSER II Change Request Summary

<table>
<thead>
<tr>
<th>District Number</th>
<th>District Name</th>
<th>Total Direct and True Up Allocation</th>
<th>Previously Eligible</th>
<th>Total Eligible (cumulative)</th>
<th>Eligible Net Change</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>418</td>
<td>McPherson</td>
<td>$1,070,195</td>
<td>$431,487</td>
<td>$1,070,195</td>
<td>$638,708</td>
<td>Premium Pay, Staff Salaries</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$1,070,195</strong></td>
<td><strong>$431,487</strong></td>
<td><strong>$1,070,195</strong></td>
<td><strong>$638,708</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

### ESSER II Change Request Summary Allowable Use

- **Total net value of eligible planned expenditures, including this week’s change requests:**
  - $283.5M (82%)
  - $58.9M (17%)
  - $343.5M (100%)

- **Batch being reviewed today:** $639K (1%)
- **Approved by State Board:**
  - $283.5M (82%)
  - $58.9M (17%)
  - $343.5M (100%)

- **Remaining Allocation:**
  - $85.7M

Note: Allowable use categorization is displayed based on district reporting.
ESSER III: Summary & Discussion of Requests Deemed Eligible by KSDE

Any questions or comments on change requests shared in the pre-read?
The following districts' applications from February’s State Board meeting have met stakeholder consultation requirements and are fully approved.

- USD 204 Bonner Springs
- USD 226 Meade
- USD 242 Weskan
- USD 287 West Franklin
- USD 326 Logan
- USD 345 Seaman
- USD 366 Woodson
- USD 450 Shawnee Heights

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

- 15 districts submitted ESSER III plans representing 20,936 students\(^1\)
ESSER III Update | Overview

- Slates of plans previously approved by State Board: 29 plans, $55.6M
- Batch of change request plans being reviewed today: 0 plans, $0
- Batch of plans being reviewed today: 15 plans, $25M
- Plans that have not yet been submitted: 224 plans
- Plans that are under KSDE review: 18 plans

Program Summary | Profile of monthly batch of ESSER III districts

**Poverty level distribution**

- # Districts: % Students Approved for Free or Reduced-Price Lunch
  - 0-19%: 1
  - 20-39%: 2
  - 40-59%: 1
  - 60-79%: 0
  - 80-95%: 0
  - 95+: 0

**District size distribution**

- # Districts: # public school students
  - 0-0.5k: 13
  - 0.5-1k: 13
  - 1-3k: 4
  - 3-5k: 1
  - 5-10k: 0
  - 10k+: 0

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

<table>
<thead>
<tr>
<th>Eligible vs. ineligible planned expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Value</td>
</tr>
<tr>
<td>Ineligible Value</td>
</tr>
<tr>
<td>Allocation Not Yet Budgeted</td>
</tr>
</tbody>
</table>

- $27.6M (91%)
- $2.2M (7%)
- $0.4M (<1%)

11 of 15 districts have budgeted for 95% of their total allocation.

### Average eligible expenditures per district

<table>
<thead>
<tr>
<th></th>
<th>$1,664,315</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range: $267,866 - $13,573,376</td>
<td></td>
</tr>
</tbody>
</table>

### Eligible planned expenditures per student

<table>
<thead>
<tr>
<th></th>
<th>$1,302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range: $498 – $2,186</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Allowable uses primarily/exclusively focused on teaching & learning:

- $7.10M Learning loss
- $6.69M Indoor air quality
- $5.33M Resources to address individual school needs
- $2.66M Coord of COVID response
- $0.79M Summer and supplemental learning
- $0.58M ESEA, IDEA, AEFLA, Perkins, McKinney-Vento
- $0.47M Supplies to sanitize and clean
- $0.4M Training and PD on min COVID spread
- $0.75M Unique needs of student populations
- $0.32M Improve LEA response efforts
- $0.16M Indirect costs
- $0.02M Other

#### Cumulative ESSER III Program Summary

| Total ESSER III $ deemed eligible | $55.6M (
|-----------------------------------| (7%)     |
| $25.70M                            | $712.5M  |
| $19.12M                            | $768.1M  |

- Remaining allocation
- New eligible items within batch
- Previous slates approved by KSBOE
- New eligible items within batch
- Remaining allocation

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

<table>
<thead>
<tr>
<th></th>
<th>$25.70M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowable uses primarily/exclusively focused on teaching &amp; learning</td>
<td></td>
</tr>
</tbody>
</table>

Note: Allowable use categorization is displayed based on district reporting.
Any questions or comments on eligible requests shared in the pre-read?

ESSER III: Discussion of Requests Deemed Ineligible by KSDE
USD 325: Phillipsburg | Ineligible line-items

Ineligible planned expenditures - Total value: $385,000

<table>
<thead>
<tr>
<th>Dollar value</th>
<th>Function</th>
<th>Object</th>
<th>Allowable use</th>
<th>Account description and relation to COVID</th>
<th>Rationale for ineligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>$180,000</td>
<td>2700</td>
<td>510</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>bus to spread students out more to reduce virus transmission</td>
<td>This is not reasonable or necessary.</td>
</tr>
</tbody>
</table>

The reason for the bus purchase is we put the boys and girls on separate buses to reduce the risk of COVID transmission and quarantine for not only athletic events but also music, forensics, band, scholar's bowl, math relays, and academic field trips. The bus does cost more as it is not a yellow bus but we have to travel further in western Kansas to get to our events as a two hour trip is considered short. We were told to find ways to keep students in school and activities by our stakeholders and this bus helps us keep students and staff safe and in school and activities.

USD 325: Phillipsburg | Ineligible line-items

Ineligible planned expenditures - Total value: $385,000

<table>
<thead>
<tr>
<th>Dollar value</th>
<th>Function</th>
<th>Object</th>
<th>Allowable use</th>
<th>Account description and relation to COVID</th>
<th>Rationale for ineligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>$205,000</td>
<td>4000</td>
<td>700</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>repair playground to spread students out more to reduce virus transmission</td>
<td>This is not reasonable or necessary</td>
</tr>
</tbody>
</table>

The playground is an all inclusive playground with multiple entry/exit points for all students to use. Our current playground is not large enough to accommodate all students with the risk of COVID transmission so we have had to go to recess in shifts which creates issues with the academic schedule for all the other grade levels. Included in the playground area besides typical swings and slides is an outdoor learning area (40 by 20) with 4 tables and an awning that can be used for outdoor classrooms to again reduce the risk of transmission. It gives teachers the option of breaking up the day of being confined with students all day long and can now take the learning environment outside. We were told to find ways to keep staff and students safe and in face to face learning and activities by our stakeholders and this addresses the main concern of elementary parents which was the playground during recess and the mass gathering of students around the equipment.
Vote to recommend the final slate of requests (including changes) to State Board

Scope:
- 1 ESSER II change request
- 15 ESSER III applications (2 full, 13 conditional)

Thank You
ESSER II Change Request Overview and Table of Contents

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)¹</th>
<th>% Students Approved for Free- or Reduced-Price Lunch²</th>
<th>Total Direct and True Up Allocation</th>
<th>Previously Eligible</th>
<th>% Requested of Total Allocation Previously</th>
<th>Requested Change</th>
<th>Total Change Request Approved</th>
<th>Eligible net change for Task Force Review</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>418</td>
<td>McPherson</td>
<td>2,304</td>
<td>40%</td>
<td>$1,070,195</td>
<td>$431,487</td>
<td>40%</td>
<td>$1,070,195</td>
<td>$1,070,195</td>
<td>$638,708</td>
<td>100%</td>
<td>$464</td>
</tr>
</tbody>
</table>

Total

| Total | 2,304 | 40% | $1,070,195 | $431,487 | 40% | $1,070,195 | $1,070,195 | $638,708 | 100% | $464 |

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  |  McPherson USD 418

Applicant / Mailing Address

| 514 N Main St  
| McPherson, KS 67460

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  kirby.fadenrecht@mcpherson.com

Applicant / Phone Number  |  6202419400

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  |  McPherson Public Schools

District Number  |  418
The COVID-19 pandemic – with the school closure in Spring 2020 and the unique challenges during the subsequent school years – has contributed to learning loss for students in USD418. Universal screener data for K-5 students showed the greatest decline occurred in the lower elementary grades (K-3) with 1st graders being impacted the most. At the secondary level (6 – 12), course failure rate during SY2020-21 was twice as high as previous years. At the high school level, this has resulted in more students who are at risk for not graduating from high school. A final impact of the pandemic is the increase in mental health concerns and social-emotional learning needs. Students, teachers, counselors, and administrators have reported more struggles with SEL this year, along with increased anxiety and stress. This will need to be a priority as we transition into the school years ahead.

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

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

The pandemic highlighted the importance of the following key areas, all of which we will devote ESSER II allocations to in the school years ahead: First, we need strong Tier I, II, and III resources for students - This need was exacerbated as a result of the pandemic, so we are taking steps to improve in this area. Second, multi-tiered systems of support - The pandemic highlighted the need for interventions support for students across our system, and our ESSER II allocations will be directed to improve in this area. Third, professional development associated with supporting students and staff with social emotional learning needs - The pandemic has resulted in increased struggles with anxiety and stress, and ESSER II funds will be devoted to train staff in better supporting students. Fourth, we need additional at-risk support at the secondary level - We saw a significant increase in course failures at the secondary level, so we will allocate funds toward credit recovery, summer school, and at-risk programming in the school year(s) ahead. Fifth, this pandemic has resulted in severe challenges with recruiting and retaining
high quality staff. Incentives to retain high quality staff will aid in ensuring we have the very best staff for our students. Lastly, professional development in high-impact instructional strategies - We saw in walkthrough data that we need additional training on high-yield instructional strategies.

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

We will continue to monitor universal screener data (i.e. FastBridge results) for reading, math, and SEL, as well as state assessments. This information will allow us to track the progress of our students on academic and social-emotional gains, and ultimately influence the intervention supports we are providing students across the district.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 | Shiloh J.D. Vincent
Date | 01/14/2022

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Reconciliation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Textbooks</td>
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<td>Textbooks</td>
<td>Updated SEL curriculum at elementary level to improve core instruction and Tier II &amp; III support in this area</td>
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<td>Services</td>
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<td>Approved at the 7/9/2021 State Board Meeting</td>
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<td>Classified staff compensation for K-12 summer school program (Summer 2021)</td>
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<td>Payroll/benefits for classified staff compensation for K-12 summer school program (Summer 2021)</td>
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<td>$663</td>
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<td>Purchased Professional &amp; Technical Services</td>
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<td>NEW Item - Teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps</td>
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<td>New Line Item; Applicant responded via email: This is professional development that will occur in the summer that is above/beyond the normal contract. The PD provided will ensure better instructional strategies and support for students to help close learning gaps.</td>
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<td>Eligible</td>
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<td>Improvement of Instruction Services</td>
<td>Other Rentals or Lease Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>NEW Item - Venue rental for summer professional development activities (to ensure social distancing can be achieved)</td>
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<td>Employee Benefits</td>
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<td>NEW Item - Payroll/benefits associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps</td>
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<td>NEW Item - Payroll/benefits associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps</td>
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<td>New Line Item; Applicant responded via email: 240 students, 41 staff members, summer program dates of June 1 - 17, 2022</td>
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<td>NEW Item - Payroll/benefits for certified teacher compensation for K-12 summer school program</td>
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<td>Eligible Direct Allocation Instruction</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>NEW Item - Payroll/benefits for classified staff compensation for K-12 summer school program</td>
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<td>$663</td>
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<td>Eligible Direct Allocation 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>NEW Item - Premium Pay stipends as an incentive to keep high quality staff during the pandemic. This was calculated at $500 per staff member and paid in the December 2021 payroll. Certified staff.</td>
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<td>Eligible Direct Allocation Instruction</td>
<td>Improvements of Instruction Services</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>NEW Item - Coordinate with local mental health agencies to provide in-school support for students</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>2-07-02210-314-012-8000</td>
<td>New Line Item; Applicant responded via email: COVID magnified learning gaps across out student population - resulting in increase numbers in Tier 2 &amp; 3 supports. This training will equip teachers with the skills necessary to aid students in these areas.</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>NEW Item - At-risk program - staff support for at-risk program at high school to assist with credit recovery and successful high school completion. Certified salaries associated with program.</td>
<td>$111,131</td>
<td>$111,131</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2-07-01000-110-012-8000</td>
<td>New Line Item; Applicant responded via email: Two (2) certified staff members and two (2) classified staff members. The school closure of 2020 and subsequent year of disruption during SY2020-21 resulted in a significant number of students who failed coursework at our high school. This necessitated the addition of staff to support students in credit recovery and graduation completion.</td>
<td></td>
</tr>
<tr>
<td>El1gible</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>NEW Item - At-risk program - staff support for at-risk program at high school to assist with credit recovery and successful high school completion. Classified salaries associated with program.</td>
<td>$16,597</td>
<td>$16,597</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2-07-01000-120-012-8000</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<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>NEW Item - At-risk program - staff support for at-risk program at high school to assist with credit recovery and successful high school completion. Certified benefits associated with program.</td>
<td>$41,052</td>
<td>$41,052</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2-07-01000-220-012-8000</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<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>NEW Item - At-risk program - staff support for at-risk program at high school to assist with credit recovery and successful high school completion. Classified benefits associated with program.</td>
<td>$5,440</td>
<td>$5,440</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2-07-01000-290-012-8000</td>
<td>New Line Item</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>NEW Item - Premium Pay stipends as an incentive to keep high quality staff during the pandemic. This was calculated at $500 per staff member and paid in the December 2021 payroll. Classified staff.</td>
<td>$125,000</td>
<td>$125,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>2-07-01000-129-032-8000</td>
<td>New Line Item</td>
<td></td>
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</table>
# Distinct Profiles

<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)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>111</td>
<td>Doniphan West Schools</td>
<td>293</td>
<td>30%</td>
<td>$418,936</td>
<td>$400,936</td>
<td>96%</td>
<td>$400,936</td>
<td>100%</td>
<td>$1,371</td>
</tr>
<tr>
<td>2</td>
<td>219</td>
<td>Minneola</td>
<td>247</td>
<td>57%</td>
<td>$361,184</td>
<td>$361,184</td>
<td>100%</td>
<td>$361,184</td>
<td>100%</td>
<td>$1,461</td>
</tr>
<tr>
<td>3</td>
<td>241</td>
<td>Wallace County Schools</td>
<td>209</td>
<td>37%</td>
<td>$267,866</td>
<td>$267,866</td>
<td>100%</td>
<td>$267,866</td>
<td>100%</td>
<td>$1,285</td>
</tr>
<tr>
<td>4</td>
<td>257</td>
<td>Iola</td>
<td>1,104</td>
<td>56%</td>
<td>$1,653,106</td>
<td>$1,653,106</td>
<td>100%</td>
<td>$1,653,106</td>
<td>100%</td>
<td>$1,498</td>
</tr>
<tr>
<td>5</td>
<td>273</td>
<td>Beloit</td>
<td>753</td>
<td>43%</td>
<td>$1,215,737</td>
<td>$1,215,737</td>
<td>100%</td>
<td>$1,215,737</td>
<td>100%</td>
<td>$1,614</td>
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<tr>
<td>6</td>
<td>299</td>
<td>Sylvan Grove</td>
<td>232</td>
<td>48%</td>
<td>$409,944</td>
<td>$327,955</td>
<td>80%</td>
<td>$327,955</td>
<td>100%</td>
<td>$1,415</td>
</tr>
<tr>
<td>7</td>
<td>310</td>
<td>Fairfield</td>
<td>265</td>
<td>58%</td>
<td>$579,754</td>
<td>$579,754</td>
<td>100%</td>
<td>$579,754</td>
<td>100%</td>
<td>$2,186</td>
</tr>
<tr>
<td>8</td>
<td>325</td>
<td>Phillipsburg</td>
<td>580</td>
<td>38%</td>
<td>$714,497</td>
<td>$714,497</td>
<td>100%</td>
<td>$714,497</td>
<td>100%</td>
<td>$569</td>
</tr>
<tr>
<td>9</td>
<td>438</td>
<td>Skyline Schools</td>
<td>338</td>
<td>31%</td>
<td>$292,145</td>
<td>$292,145</td>
<td>100%</td>
<td>$292,145</td>
<td>100%</td>
<td>$864</td>
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<tr>
<td>10</td>
<td>452</td>
<td>Stanton County</td>
<td>429</td>
<td>60%</td>
<td>$806,330</td>
<td>$806,330</td>
<td>100%</td>
<td>$806,330</td>
<td>100%</td>
<td>$1,880</td>
</tr>
<tr>
<td>11</td>
<td>463</td>
<td>Udall</td>
<td>334</td>
<td>46%</td>
<td>$439,689</td>
<td>$439,689</td>
<td>100%</td>
<td>$439,689</td>
<td>100%</td>
<td>$1,318</td>
</tr>
<tr>
<td>12</td>
<td>473</td>
<td>Chapman</td>
<td>1,065</td>
<td>42%</td>
<td>$1,240,448</td>
<td>$530,600</td>
<td>43%</td>
<td>$530,600</td>
<td>100%</td>
<td>$498</td>
</tr>
<tr>
<td>13</td>
<td>481</td>
<td>Rural Vista</td>
<td>259</td>
<td>51%</td>
<td>$510,252</td>
<td>$510,252</td>
<td>94%</td>
<td>$510,252</td>
<td>100%</td>
<td>$1,974</td>
</tr>
<tr>
<td>14</td>
<td>489</td>
<td>Hays</td>
<td>3,081</td>
<td>38%</td>
<td>$3,676,703</td>
<td>$3,676,703</td>
<td>100%</td>
<td>$3,676,703</td>
<td>100%</td>
<td>$1,193</td>
</tr>
<tr>
<td>15</td>
<td>497</td>
<td>Lawrence</td>
<td>9,992</td>
<td>31%</td>
<td>$13,573,376</td>
<td>$13,573,376</td>
<td>100%</td>
<td>$13,573,376</td>
<td>100%</td>
<td>$1,358</td>
</tr>
<tr>
<td>Total</td>
<td>19,178</td>
<td></td>
<td></td>
<td>37%</td>
<td>$27,572,730</td>
<td>$25,349,721</td>
<td>92%</td>
<td>$24,964,721</td>
<td>98%</td>
<td>$1,302</td>
</tr>
</tbody>
</table>

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

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

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

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
USD 111 Doniphan West Schools

Applicant / Mailing Address
PO Box 308
402 E Main
Highland, KS 66035

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

Applicant / Email Address of Owner, CEO, or Executive Director
alackey@usd111.org

Applicant / Phone Number
785-442-3286

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
Doniphan West Schools

District Number
111

Mailing Address | Street Address
402 E Main

Mailing City
Highland

Mailing Address | Zip Code
66035

Authorized Representative of the District | Name
Amy Lackey
Authorized Representative of the District | District Clerk
Position or Title

Authorized Representative of the District | alackey@usd111.org
Email Address

Authorized Representative of the District | +17854423286
Phone Number

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

Other District Representative 1 | Email Address
Other District Representative 1 | Email Address

Please paste a direct link of your school district’s safe return plan that is posted on your website.

https://www.usd111.org/vnews/display.v/ART/6137c6ab2ca6b?in_archive=1

Engage in Meaningful Consultation with Stakeholders

Students
A student is on the committee overseeing the expenditures of the ESSER funds. Students were part of the needs study.

Families
A needs survey was sent to parents and staff members. As a result of the survey, we have representation of parents on our committee evaluating the ESSER expenditures.

School and District Administrators including Special Education Administration
County administrators meet monthly, including the county Special Education Director. The Special Education Director has shared how she will use the monies (premium pay, curriculum materials). Building principals have discussed and been instrumental in developing the expenditures and addressing the needs assessment.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions
The principals have met with staff to discuss needs assessment and the proposed expenditures. We also have all the above represented in our committee to oversee ESSER expenditures.

Tribes
Iowa Tribe is represented in our district. Our social worker works with families of the tribe to address any of their needs. Superintendent Mike Newman has been to a tribal council meeting to discuss early childhood needs of the tribe. A new daycare and preschool are being opened in our old primary building next month.

Civil Rights Organizations including Disability Rights Organizations
We are not aware of any organizations within our district. We have had conversations with Special Education Director of needs. The social worker is in contact with all organizations in the area that address student needs and works closely with them to make sure the students’ needs are being met.
Social worker funded with ESSER funds is working with our foster care children and families. Accommodations have been made for these children as needed.

Provide the Public the Opportunity to provide input and take such input into account.

The needs assessment was share with the public, as were the results

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.

Teachers and students are working hard to make up for any losses due to Covid or quarantine

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
   c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
   d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
P. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Plan for additional funds is to give premium pay for staff members giving additional hours for sanitizing and preparing lessons for students out with covid or quarantine and working with those upon return

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will review processes to ensure all groups are covered

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Impact will be determined through quarterly testing and the results of EOY state testing

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
• How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following:

1. The LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:
   a. The assurances below apply to the total amount of an LEA's ARP ESSER allocation.
   b. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

2. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

3. The LEA will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

4. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

5. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.

2. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.440-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

3. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

4. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature | Amy Lackey
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 Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>111-1-001-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>2022-23 Continued social worker started with Esser I and one support aide in the classroom.</td>
<td>$60,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$60,000</td>
<td>$ -</td>
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<td>111-1-002-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>2023-24 Continued social worker started with Esser I and one support aide in the classroom</td>
<td>$60,000</td>
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<td>$60,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional elementary teacher added to work with students that are struggling in their classes; particularly aimed at students performing below grade level</td>
<td>$50,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional high school teacher added to work with students that are struggling in their classes; particularly aimed at students performing below grade level</td>
<td>$50,000</td>
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<td>$-</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional high school teacher added to work with students that are struggling in their classes; particularly aimed at students performing below grade level</td>
<td>$50,000</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>All 61 staff will receive premium pay in the amount of $600 with an anticipated payout in December 2021. All staff agree to the extra duty and responsibilities, including through the negotiated agreement. The local board approved the plan</td>
<td>$30,500</td>
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<td>$30,500</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>6 SMART boards for use by impact teachers, reading specialists, and their aides and to use to social distance classrooms</td>
<td>$18,000</td>
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<td>$18,000</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>2 SMART board carts - allows us to move classrooms to areas where we can social distance</td>
<td>$2,000</td>
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<td>$2,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies- Technology Related</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>20 laptops - allows teachers better ways to serve students unable to attend class due to being sick or quarantined</td>
<td>$16,000</td>
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<td>$16,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Cleaning Services</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Mitigating the spread of COVID through cleaning supplies</td>
<td>$3,000</td>
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<td>$3,000</td>
<td>$ -</td>
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<td>06.2600.420.2</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Cleaning Services</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Mitigating the spread of COVID through cleaning supplies</td>
<td>$1,000</td>
<td>$ -</td>
<td>$1,000</td>
<td>$ -</td>
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<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Cleaning Services</td>
<td>Mitigating the spread of COVID through cleaning supplies</td>
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<td>111-1-014-20220308</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase additional Sonday reading materials $7,000</td>
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<td>111-1-015-20220308</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Training for new employees and refresher for existing employees on Sonday system $2,000</td>
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Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Minneola USD #219

Applicant / Mailing Address

| 111 East Locust

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

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

Applicant / Phone Number | 6208854372

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

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

Application details

Full District Name | Minneola

District Number | 219
Minneola Schools strive to create an environment that is safe and inviting to students, staff, and the community. This year our COVID protocols have included: recommending masks and social distancing, increased cleaning in high contact areas, providing needed resources for students and staff to stay safe and healthy. We have implemented the Test to Stay and Learn Plan to allow students and staff to remain at school after being exposed by testing everyday on site. They are required to wear a mask during this testing window. We work along side with our local health department to stay up to date on the lasted COVID protocols and local case data.

Engage in Meaningful Consultation with Stakeholders

Students

The students were involved with the ESSER plan in two different forms. There was a survey provided to them that asked specific questions on needs of the district. There was also a meeting held to discuss what ESSER is and how the money could be utilized. The students provided good feedback on both the survey and group meeting. That information was utilized in determine the plan. Some of the feedback included but not limited to additional staffing to help with learning loss. They also included that a summer school program would be good to work with individual or small groups of students. There was also discussion on the addition of more CTE classes to provide more opportunities for students.

Families

In order to gain feedback from the families a survey was sent out that included seven different section: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. The was also a section to add in comments. The families provided some very good information to help guide the planning process. That information included; more training for staff on SEL, more mental health support, after school program, additional resources for parents, upgraded technology for remote learning, STEM programs, and higher education opportunities.
School and District Administrators including Special Education Administration

Many meetings have been held in regards to planning and gaining feedback from school administration to guide the process. These are highly attended and great feedback was provided. Areas of focus included: intervention support for all staff, After school and summer school programs, resources to address learning loss at all levels, and Social and emotional support for students and staff.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Feedback from this group was acquired from a meeting to go over what ESSER is and how it can be utilized. This meeting included lots of open discussion to gain feedback to guide the planning process. The staff provided information including: hiring an interventionist to address learning loss, creating an intervention library of resources for staff, virtual reality devices to allow students to go on field trips and bring in presenters with out the worry of being exposed to COVID, professional development, and an after school program.

Tribes

There was a survey sent out to gain feedback from different tribes of individuals. Minneola has very little tribal diversity so this area was limited. The feedback provided was useful and included: after school programs, SEL support for students, and parent resources.

Civil Rights Organizations including Disability Rights Organizations

We do not have any active civil rights groups in Minneola so data was not collected.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

This feedback from this group was challenging. A survey was provided but little feedback was given. The feedback included: more SEL support, after school programs, resources for parents, and more resources and support for ELL students.

Provide the Public the Opportunity to provide input and take such input into account.

The public was provided the opportunity to give feedback with a survey. The feedback that was provided included: after school programs, additional resources for staff, technology upgrades, more staff to support students, and enhanced HVAC system.

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.

Over the last 20 months Minneola USD 219 has been affected with increased financial burden, noticeable learning loss, and emotional impacts on our students. In regards to the financial cost, we have had to purchase more technology including laptops and hotspots for internet, to allow our students to be able to remote learn while quarantined due to COVID. Also additional technology for our staff to be able to affectively communicate with the students while they are at home. Those costs added up to $25,000 - $30,000. We are still in need of more updates to our technology to meet the needs of both the students and staff while remote learning is taking place. Those needs include more laptops that are able to run the newer programs that the teachers are using and hotspot monthly usage fees. Minneola USD 219 also incurred an increase in overtime for facility and bus cleaning and the increased need for supplies to meet this needs.

In regards to learning loss, we have noticed a drop in scores with last year's local and state data. Teachers have also noted a drop in scores with informal and formal assessments. We have especially observed this in the class that was in kindergarten
during the 2020 school shutdown. They missed 9 weeks of in-class learning where important skills were not able to be taught at the needed level. The first grade teacher last year and the 2nd grade teacher this year have made some gains but there is still a need to address the learning loss.

The emotional impact of COVID-19 had started to become evident the spring semester of 2021 and has been more noticeable this school year. This has been observed with the increase in counselor meetings with individual and small groups of students that are over-stressed with the effects that COVID has had on them and their families. This has taken the counselors away from being able to work with larger scale groups since they are also working along side with the administration to address the learning loss with students and the data that is accompanied with that.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
   c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
   d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Minneola USD 219 plans to utilize the funds to address learning loss and a few different aspect. The first area will be to hire a PreK-12 Interventionist that will be utilized by every staff member and the administration. As research has shown utilizing the MTSS process can greatly benefit students and staff. This person will guide the staff to identify the students that are in need to additional support due the to loss of learning due to COVID. The interventionist will help data sort the students and create a plan to provide the needed time and resources to address the need. The staff and interventionist will also use AimsWeb and Fastbridge to assess the students to identify their current cognitive level and use those programs to monitor growth. The interventionist will work closely with the teacher to provide strategies to address the learning loss and coach that teacher during the Tier levels of support. The interventionist will also work with students as well to provide needed support.

The other area that will be implemented to address learning loss in the addition of a jump start summer program two weeks before school starts. Staff will work with identified students for three hours a day to address areas of need to prepare them to be successful for the first day of school.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining funds will be used to purchase a variety of needed classroom supplemental materials and equipment. Part of the funds will be to purchase a math program that can be used at k-8th grade level. It provides supplemental resources that teachers can use to address the areas of weakness for the students. Another area that the funds will be used if to provide students with the opportunity for field trips and to bring in outside individuals while remaining safe using virtual reality glasses. They also come with a program that staff can use to provide additional resources for students that need additional support.

One area that has been challenging for the staff is using the classroom in a safe way to allow for social distancing. Past of the money will be used to purchase a classroom set of desk and chairs so that students can move in and out of guided learning. Outside tables and benches will be purchases so that staff can use the outdoor areas more to spread out the students on nice days.

The additional funds will also be used to purchase hotspots so students can remote learn if quarantined. Additional student and staff computers and technology will be purchased so that all students and staff have the opportunity to remote learn when needed. In order for the data to be reviewed by groups a large data screen will be purchased along with wall mounting hardware to increase the efficiency of data sorting the students.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The interventions that will be utilized from FastBridge include a social emotional aspect that will used on all students to assess their current state of mental health. That data will used to identify students that are in need of additional support and resources. The intervention program comes with guided practices to address the need that will be used by the staff. Since it will be used on all students the areas of low-income, students of color, ELL, children of disabilities, student experiencing
homelessness, children of foster, and migratory students will be included. The addition of a district interventionist will also free up time that our current counselors have committed due to addressing learning loss. The interventionist will take over those roles and give that time back to the counselors so they can focus on individual and small group needs of the students. This will be a great benefit for both our students and staff.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.
The assurances below apply to the total amount of an LEA's ARP ESSER allocation.
By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.
By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

7 of 8
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Certification**

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

Electronic Signature | Lance Custer

Date | 12/29/2021

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>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<tr>
<td>219-1-001-202203-08</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK-12 Interventionist to address learning loss from COVID</td>
<td>$135,000</td>
<td>$-</td>
<td>$-</td>
<td>$67,000</td>
<td>$68,000</td>
<td>07-2100-110-003</td>
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<td>219-1-002-202203-08</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Property</td>
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<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>Classroom furniture to allow student to social distance in order to create a safe learning environment. This would include classroom desk and chairs and outdoor tables to allow students and staff to utilize the outdoor spaces.</td>
<td>$13,284</td>
<td>$-</td>
<td>$13,284</td>
<td>$-</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Virtual Reality (VR) glasses to allow student to go on virtual field trip and bring in guest speakers will remaining in a safe environment. They will also provide supplemental materials to address learning loss.</td>
<td>16,900</td>
<td>-</td>
<td>16,000</td>
<td>450</td>
<td>450</td>
<td>07-1000-321-003</td>
<td>Addtl info from Supt 1/31/22: The VR glasses come in a set of 30 for $16,000. That will allow us to have enough for an entire class at one time or to split between classes. They will be used throughout the junior high and grade school. That includes a year's subscription to the online course that provides the supplemental resources. It also includes training for the staff and software. The additional $450 for the next two years covers the yearly subscription for the program which includes the supplemental resources. These glasses will allow our students to go on virtual field trips and bring in guest speakers from all over the world without ever leaving the classroom and possibly being exposed to COVID. It also provides a unique opportunity for our staff to address some learning loss identified by Aimsweb other than the normal classroom</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional, Interagency Purchased Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Math Supplemental Material to address learning loss at elementary and junior high level</td>
<td>9,100</td>
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<td>1,500</td>
<td>3,800</td>
<td>3,800</td>
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<td>Eligible</td>
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<td>Instructional Programs Improvement Services</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>Provide internet access for students while at home due to quarantine from COVID exposure.</td>
<td>2,200</td>
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<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$700</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
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<td>Data screen and mounting hardware to be used to address learning loss data review for staff and administration</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
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<td>Beginning of next school year summer school to address learning loss due to COVID. This would include 2 weeks before the next school year begins.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td></td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$5,000</td>
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<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td></td>
<td>Purchase AimsWeb and FastBridge online screening material to address learning loss due to COVID.</td>
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<td>Eligible Direct Allocation</td>
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<td>219-1-009-202203 08</td>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td>Purchase 75 chromebook at approx $290 each to provide connectivity between home and school and address learning loss due to COVID.</td>
<td>$22,000</td>
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<td>219-1-010-202203 08</td>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td>Purchase 8 teacher computers to allow to utilize new online materials to address learning loss due to COVID.</td>
<td>$15,000</td>
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<tr>
<td>219-1-011-202203 08</td>
<td>Eligible Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>Provide $1000 in retention pay for each staff member in May.</td>
<td>$108,000</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction and Curriculum Development Services</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Providing professional development for staff to address the learning loss due to COVID.</td>
<td>$21,000</td>
<td>$ -</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>07-2212-110-003</td>
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Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 241 Wallace County Schools

Applicant / Mailing Address

| 521 North Main

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

Applicant / Email Address of Owner, CEO, or Executive Director | bbolen@usd241.org

Applicant / Phone Number | 7858524252

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

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

Fiscal Agent / Name (if applicable) | Valerie POe

Fiscal Agent / Email (if applicable) | val@usd241.org

Fiscal Agent / Mailing Address (if applicable)
Application details

Full District Name | Wallace County Schools
District Number | 241
Mailing Address | Street Address | 521 North Main
Mailing | City | Sharon Springs
Mailing Address | Zip Code | 67758-5762
Authorized Representative of the District | Name | Bruce Bolen
Authorized Representative of the District | Position or Title | Superintendent of Schools
Authorized Representative of the District | Email Address | bbolen@usd21.org
Authorized Representative of the District | Phone Number | +17858524252
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | christyhammer@usd241.org
Other District Representative 2 | Email Address | val@usd241.org
Please paste a direct link of your school district’s safe return plan that is posted on your website. | ♻️ https://WWW.USD241.ORG

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Our plan is to use a portion of the funds for teacher premium and retention pay. We are asking our teachers to do more with testing and data analysis. This has added additional time to their day and while doing this they have less time for planning. We are using this information to mitigate learning loss from COVID. We plan to pay additional time for our counselor as she is doing a lot of social/emotional work with our kids. We found this was a barrier to learning during COVID, and some students are still struggling from their loss of school time.

Engage in Meaningful Consultation with Stakeholders
Students

We formed a Site Council consisting of parents, staff, board members, business representatives, and students. We plan to meet three times a year and share our school success with them, as well as get their input on how to make our school even better. We also added a pathway to our curriculum and have a group of business leaders advising our school and our students on best practices in this area. Our students are during a ‘community involvement day’ at least once a month. Also, we are working to have our students and staff increase interaction within our community.

Families

Again, we have families involved in our Site Council and cooperation with conferences and activities. We have increased our communication with our families through the use of our School Messenger System and also with our FaceBook page and our school website.

School and District Administrators including Special Education Administration

We are a small rural school and do not have Special Education Administration. We coordinate through our Northwest Kansas Service Center in Oakley.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Again, our staff are involved with administrators, board of education members, and the community. In our small school, everyone is intertwined and work together as a team whenever needed.

Tribes

NA

Civil Rights Organizations including Disability Rights Organizations

NA

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Our counselor is great about reaching students with disabilities, and students who have unique situations in our schools. If there are concerns with students and families of any of the above groups, she will visit with the administration and make us aware of any concerns. Everyone works together to do everything we can to make our school a positive learning environment for students, families, and staff.

Provide the Public the Opportunity to provide input and take such input into account.

Through our school messenger system and social media presence, the public has the opportunity to attend many activities and programs at our school. Parent/teacher conferences allow parents to give input to the school. Administrations operate with an open-door policy and anyone is encouraged to visit with compliments and concerns. Also, our BOE members are community members so the public has access to all of them.

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 had a huge impact on our district. It was proven that remote learning was not as effective as in-school instruction. As with most districts, the learning loss was more evident in some students than others. This can be attributed to the
involvement of parents with their students learning. The anger and dissension amongst our community cost us our school nurse and we have not been able to rehire. We had quarantined classrooms and quarantined sports teams. Trying to do remote learning and in-person learning was difficult for our teachers and staff members. This caused increased work and enormous stress for everyone at the school. It also caused stress within families and community members. Having students and home caused families to change their routines and added financial burdens for them. Our special education students struggled more than the traditional students without support at school when needed. The emotional impact was a concern for everyone involved. Students need to be with their peers, and this was not happening in the most positive environment. There was the increased cost to our district for technology, in case we went remote, time spent on planning and materials, and increased working hours for all involved. As an administrator, it was the most challenging year in my 24 years as a principal and superintendent. We are still addressing learning loss and social-emotional struggles related to COVID.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
   c. providing information and assistance to parents and families on how they can effectively support students, including in a
distance learning environment; and
d. tracking student attendance and improving student engagement in distance education.

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Our funds will be used to continue training teachers on data analysis and using that data to drive instruction for our students. We have already extended our day for this year by 15 minutes. In addition, we will offer a summer school for all students who are interested but focus on students who experienced learning loss through COVID. We plan to review and align some curriculum areas, to better meet the learning needs of our students. We added in-service days this year so we can bring in trainers for our teachers. Also, we purchased additional FastBridge licenses so we can test our high school students. Our counselor is adding many new pieces of training and programs to address the social-emotional needs of our students and our staff.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

This will depend on what is accepted for funding. We will continue to find ways to increase learning for our students and offer programs that will address the learning loss resulting from COVID.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our interventions will be measured by increased learning by our students and increased testing scores. With our FastBridge and Lexia, we can pinpoint deficiencies in areas that need improvement in our students. We will continue to train teachers in identifying student needs, whether academic or social. Our staff will be monitored to make sure they are adapting to the added stress related to COVID and the learning strategies we will adopt.

Notes on ESSER III application Excel template:

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

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

• How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;

• How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;

• How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.

2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA’s website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before...
making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation. By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
Certification

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

Electronic Signature │ Bruce Bolen
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 Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe 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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>241-001-2022</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>COVID the past to years has caused a lot of stress on our certified staff. We continue to address possible COVID situations and many educators are leaving the professions. We plan to use this part of the funding to retain our current teaching staff. Our district does not offer health insurance so we need to find ways to retain our current certified staff. We offer a signing bonus for new teachers but nothing for our current teachers. Offering the premium retention pay will give our current staff another reason to stay at our school.</td>
<td>$ 168,000</td>
<td>$ 42,000</td>
<td>$ 42,000</td>
<td>$ 42,000</td>
<td>$ 42,000</td>
<td>06-1000-110</td>
<td>&quot;Bonus&quot; pay is not allowable; Applicant responded via email: As a small rural district, we are struggling to keep our best teachers and our staff. Since we offer no health insurance, we need to be able to offer additional incentives to keep them here. Although COVID is less apparent than last year, it is still affecting our students and our staff. Whenever students are quarantined, it is additional work for our teachers, and staff members to make sure assignments are secured and given to the parents. These assignments, whether paper, or electronic, require extra time and work. With the critical teacher and staff shortage, we want to give them premium pay for the extra work they are doing to make sure our students affected by COVID continue to learn. Usually our new staff members are not the ones ready to make a move, it is the experienced staff wondering if it is all worth it. We originally allotted the money for three years, until 2024, for teachers. We plan to distribute the premium/incentive; retention pay to staff members over a three-year period. It will be distributed with certified staff receiving higher amounts, and classified staff receiving lesser amounts. This is not bonus pay, but compensation for extra work and extra time to deal with COVID learning issues. We have approximately 50 staff member who will be affected, and we plan to pay them, either mid-year, or at the end of the school term.</td>
<td></td>
</tr>
<tr>
<td>241-1002-002-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>0</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>With our small classrooms, and some larger classes, we need to buy smaller desks to better social distance our students to mitigate the spread of COVID in our classrooms. This will be used to buy new smaller desks for our elementary classrooms</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>16-4200-300</td>
</tr>
</tbody>
</table>

| 241-1003-002-0308 | Eligible | Direct Allocation | 0 | General Supplies and Materials (includes computer software) | 12. Addressing learning loss among students, including vulnerable populations | We have added additional enough licenses for our testing/tracking software so we can do a better job of data analysis to address learning loss from COVID, and target specific groups that need additional instruction. | $43,684 | $10,921 | $10,921 | $10,921 | $10,921 | $10,921 | 06-1000-610 |

<p>| 241-1004-002-0308 | Eligible | Direct Allocation | 0 | Purchased Professional &amp; Technical Services | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | With COVID, we were concerned about unrestricted access to our buildings, so we instituted new security measures to control access to our buildings. What was a free service, now costs us a monthly fee of $90.00 | $4,320 | $1,080 | $1,080 | $1,080 | $1,080 | $1,080 | 16-4200-300 | COVID relationship; Applicant responded via email: When COVID affected our school population in the fall of 2020, we felt the need to secure our building so we can control access on who enters our facility. We updated our security and entrance system so no one can enter without being admitted from within the office. Our security company is now charging a yearly fee to service and maintain our operating system and offer technical support when we have a problem. We feel this update has provided us with much better security and access control. |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Personal Services - Salaries</th>
<th>10. Providing mental health services and supports</th>
<th>After the COVID shutdown, we saw an increased need for counselor services amongst our students. We increased our counselor contract from 1/2 time to full time. We have seen a marked increase in the social emotional health of our students with these services.</th>
<th>$39,862</th>
<th>$ -</th>
<th>$ -</th>
<th>$27,000</th>
<th>$12,862</th>
<th>06-1000-110</th>
</tr>
</thead>
</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 257 IOLA
Applicant / Mailing Address  
305 North Washington  
Iola, KS 66749
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Stacey Fager
Applicant / Email Address of Owner, CEO, or Executive Director  |  stacey.fager@usd257.org
Applicant / Phone Number  |  620-365-4700

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

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

Applicant / Federal EIN (if applicable)  |  48-0699446
Applicant / Website Address (if applicable)  |  www.usd257.org

Applicant / Mission Statement (if applicable)  
We educate ALL students for college and/or career readiness.
Fiscal Agent / Name (if applicable) | Marcie Boring
Fiscal Agent / Email (if applicable) | marcie.boring@usd257.org
Fiscal Agent / Mailing Address (if applicable)
| 305 North Washington
| Iola, KS 66749

Application details

Full District Name | Iola
District Number | 257
Mailing Address | Street Address | 305 North Washington
Mailing Address | City | Iola
Mailing Address | Zip Code | 66749
Authorized Representative of the District | Name | Stacey Fager
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | stacey.fager@usd257.org
Authorized Representative of the District | Phone Number | +16203654700
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | jenna.higginbotham@usd257.org
Other District Representative 2 | Email Address | marcie.boring@usd257.org

Please paste a direct link of your school district’s safe return plan that is posted on your website.


Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Engage in Meaningful Consultation with Stakeholders

Students

The principals at the Middle and High School met with their student councils to discuss the proposed ESSER 3 plan and to receive the feedback. The principals then brought the feedback to the admin team for discussion. Students also participated in the online community survey, which was open to anyone who wanted to respond.

Families

A community survey was conducted and shared through social media, our website, and paper copies upon request. There were 363 responses to the survey. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

School and District Administrators including Special Education Administration

The admin team met to discuss the community survey before it was sent and after results were gathered. The admin took the results and developed a plan of how we could implement what the survey noted was most important. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. Our superintendent and INEA president work closely together and meet monthly to continue open communication.

Tribes

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

Civil Rights Organizations including Disability Rights Organizations

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

All populations are represented through our community survey. Teachers expressed specific concerns for children with disabilities and how we can use ESSER money to continue to support them academically and emotionally.
Provide the Public the Opportunity to provide input and take such input into account.

A community survey was conducted and shared through social media, our website, and paper copies upon request. There were 363 responses to the survey. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health. The administration team then took the results and discussed specific ways we could implement the results for each of our buildings.

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

The USD 257-Iola School district offered remote learning through the 20-21 school year. We had around 10% of students choose remote learning. The larger impact on student learning was from the quarantine of close contacts. We had 843 student or staff quarantines throughout the 20-21 school year, some of those students being quarantined multiple times. Going between learning in person to online was a challenge for many students and resulted in learning loss.

The biggest notice of learning loss was with our Kindergarten and 1st grade students. In the fall the fastbridge data, showed that 43% of kindergarten students were below level in reading and 37% below in math. Unfortunately with the constant quarantines of staff and students it was difficult to close the gap in these areas for our kindergarten students, we also feel wearing a mask while teaching the foundations of reading affected our scores. In the spring we were sitting at 78% of kindergarten students below grade level in reading and 47% below grade level in math.

We feel our first graders losing the last nine weeks of their kindergarten school year really impacted our fall Fastbridge scores. In the fall 62% of 1st graders were below grade level in reading and 38% below grade level in math. We were able to help some students gain grade level status and ended the school year with 52% below grade level in reading and 39% below in math.

We saw our scores drop across all grade levels and teachers worked especially hard to bring students up to grade level, but with the hardships of the 20-21 school year, this was a very daunting task and we are still working at it.

The district posted improved grade level scores in 5 of the 7 tests in ELA, 4 of the 7 tests in math, and 2 of 3 tests in science compared to 2019. The district also had more students move out of level 1 to level 2, as well as increased its percentages of students in level 3 and 4 in almost all grade levels. Besides scoring better in 2021 than 2019, the district had 5 grade levels at or above state average results in both ELA and Math, with 2 grade levels in science at or above state average. Additionally, our district did not see a disproportionate impact on special populations.

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery
will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
a. administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
b. implementing evidence-based activities to meet the comprehensive needs of students;
c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
P. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We provide SafeBase Tutoring after school and through the summer for students that need additional academic support identified by their parent or teacher. We also provide after school tutoring at the middle school and high school by teachers.

We provide a summer program through the month of June with our SafeBase program This summer program provides academic and enrichment opportunities for the students. This program helps with learning loss associated with COVID and the continuation of expanding on what students have already learned.

We provide Edgenuity at the high school level for credit recovery. Students work on their courses in the library with a para monitoring and providing learning assistance as students need it. When a student is quarantined due to COVID for an
extended period of time, the online Edgenuity program assists in keeping our students caught up on what they would be learning in the classroom.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We plan to spend the remaining ESSER funds to update our smart board technology in the classrooms. This was the first priority from the community survey, to continue to update technology. We need to update our smartboards so the bulbs are brighter and the picture is more accurate, this will provide the opportunity to social distance the students and still provide quality instruction. We will also use the updated smartboards to provide interventions for students with learning loss due to COVID. The updated smartboards have new technology that allows multiple students to write on the board at the same time and additional learning games and lessons to be used. We will also update our computers in the computer lab to provide individual learning stations. We will use these stations to social distance and provide interventions through learning programs. The learning programs will help close our learning gap acquired during the pandemic. The updated technology will be compatible with additional apps and learning programs we can utilize in math and reading.

We will use ESSER funds to continue the HVAC upgrades at the Middle School for better air quality for our students and staff. When students and staff feel safe at school the learning can increase to help make gains from the learning loss from the last two school years. The community survey reflected that this was a priority from our staff and parents.

ESSER money will be spent on social emotional curriculum at all levels in our district. We are providing social emotional support for our students as they continue to navigate changes that the pandemic has created. We feel providing a quality, evidence based program will help our students navigate the new normal of school.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template

https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx
to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

• How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
• How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
• How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA’s website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives
under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation. By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and
Log in to commonapp.grantplatform.com to see complete application Attachments.
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 Applicant details

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

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

Select an Applicant Type | Unified School District
--- | ---
Applicant / Entity Name | USD 273 Beloit
Applicant / Mailing Address | PO Box 547
Applicant / First and Last Name of Owner, CEO, or Executive Director | Tiffany Schroeder
Applicant / Email Address of Owner, CEO, or Executive Director | tschroeder@usd273.org
Applicant / Phone Number | 785-738-3261

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) | 48-0698615
Applicant / Website Address (if applicable) | usd273.org

Application details
USD 273 plans to use the ESSER III funds to help implement prevention and mitigation strategies to help students learn in a safe environment by splitting classes into smaller numbers when possible, provide greater social distancing opportunities, and making cleaning and sanitization a priority. By retaining a second and third grade teacher in elementary classes that would have been divided into two classes has given the district the opportunity to space out students and staff. A vocal music teacher was added at the junior - senior high and will be retained at least for the next three years to allow for social distance within this classroom, as well as, have proper practices for COVID-19 during the vocal classes to keep vocal music an opportunity for our students. A Title I teacher has been added and will be retained during these three years to allow for smaller cohort groups to not mix when safety issues with COVID 19 exist. This allows the district to teach the LIPS program and other programs to work with our students that have fallen behind academically in the elementary school in both math and reading. Permanent substitutes have been added to both the elementary and junior-senior high school. This allows the district to not mix substitute teachers within the different campuses; this make safety measures in the class better for all students because of the consistency. Mental health during the pandemic has suffered at USD 273 with students. A social worker was hired and has been retained through these three years of ESSER dollars to help with the social emotional needs of students. The social emotional needs includes loss in social skills and growth in mental health needs that the COVID pandemic has created. This extra social worker will allow students to receive extra time and help from this person. Summer Enrichment school has been added to give elementary students some normal activities during the summer. COVID 19 shut down summer school programming during the pandemic. This program is an enrichment program where students will...
explore local careers with local businesses, wildlife and parks and many more local opportunities during the summer. Cleaning through extra practices allows the district to keep classrooms safer. The Synexis units are used for providing better air quality in classrooms that do not have great ventilation and older HVAC systems. Synexis has been proven to be effective at KSU, Rockford University and major shopping stores such as Price Choppers and medical examples such as the Las Vegas emergency rooms. Our health insurance pool continues to get hit due to COVID needs. This will help create dollars to replenish our health insurance pool. An extra vision screener will help our nurses screen students in the same time frame, but keep students separate and social distanced. Extra text book purchases allow a text book in each student’s possession so they do not share textbooks. The extra library aide allows for separation of students in our elementary library and allows extra cleaning on materials that are physically touched by many. Purchasing chromebooks will continue to allow the district to have one chromebook for students so they are not sharing during pandemic times. This will allow the district to eliminate cleaning issues with student technology. The mobile technology, Newline presentation boards, are used by teachers and students during quarantines from home and in the classroom. The technology allows our teachers to communicate with students and learn current practices during quarantine times. PPE equipment will still need to be purchased to implement safety measures for all students, faculty and staff. This equipment includes many different pieces that are listed in our ESSER III application.

Engage in Meaningful Consultation with Stakeholders

Students

The superintendent met with student groups as the school reopened during the pandemic for in person learning. The administrative team, teachers, site council and the booster club were invited into these meetings as well. These meetings were held virtually and in person. Discussions were had on student needs and concerns. These concerns were brought into ESSER 2 and 3 planning for how dollars will be spent and priority lists were created from these different meetings with the different groups. Student voice was the true driving force behind the needs assessments.

Families

As stated in the students section above, families were invited in as part of the site council and booster club to have say in how dollars were being prioritized and being spent in ESSER II and ESSER III funds. The district feels that families were able to identify social emotional needs that were missed during continuous learning and academic skills were also discussed during this time with family members. As the school year opened, meetings were held by grade level to have further discussions but in smaller groups. Families were surveyed at parent-teacher conferences for various needs and various school desires.

School and District Administrators including Special Education Administration

At USD 273 Beloit the administrative team also includes the special education director and assistant special education director. They have been included in all USD 273 ESSER II and ESSER III conversations as part of the district administrative team to help make the right decisions based on what needs exist for all students including regular education students and special education students. All groups were invited in to participate in these conversations and the outcome from these conversations dictated how the district prioritized spending the ESSER dollars.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

USD 273 is a non-negotiating school district without a negotiated agreement. The district has what is called an "employee council". Employee council is made up of certified teachers, classified staff, administrators, special education staff, early childhood staff and out of district special education staff. Meetings were continued to be held monthly during the pandemic virtually and in-person to constantly discuss educational needs. The outcomes of these meetings helped drive who we spoke to, what groups we spoke to, and how many meetings we had. Board members were also added into these discussions as needed. Again, student needs were at the forefront of all decisions. Safety of students and staff were a must in all of these discussions and that is why the district feels that keeping classes as small as possible but still efficient was so necessary and why the district prioritized the majority of the dollars into that decision making.

Tribes
Civil Rights Organizations including Disability Rights Organizations

All groups meeting tried to make sure all parties included disability of rights were respectfully looked after during all the decision making.

Stakeholders represting the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

USD 273 also met with surrounding districts and the local private school to make sure that all children in the area were being offered the best free and appropriate education that we could and that we were helping each other in every opportunity that we could so that no child was underserved. As a group, we met with the local internet provider to make sure that all students in the area, public or private, had the appropriate internet connection to meet virtually when needed and that we were not letting any child slip through from district to district. We met with county health many times during this as well. They were invited in to these meeting with surrounding districts and schools.

Provide the Public the Opportunity to provide input and take such input into account.

The district has established a COVID 19 dashboard on their website at usd273.org so that all patrons of the district can see local and current pandemic numbers that are involved with the school district. Daily calls are taken by all district administration and school offices. The superintendent also met with county commissioners, county health officers and a local pharmacy to make sure that all resources were available for all in need. The district continues to reach out to all of these groups on a regular basis. The outcomes from these meetings have been what kept our students safe and in an in person learning environment in the last year and a half.

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 273 has documented many things through the COVID 19 pandemic. The district has seen learning loss during the pandemic with students not being in person. These include academic losses, behavioral needs, and student losses (students that went on online learning that did not come back to in-person learning). Direct numbers are hard sometimes to correlate as academic losses and social emotional needs can go up and down during a normal school year. Local assessments do show gaps in math and reading throughout K-12. MyIDGI’s show greater delays in our early childhood compared to previous pandemic years. The district’s Transitional Learning Center had 30 students on the average prior to the pandemic and now averages 12 students due to the shut down of in-person. During the continuous learning phase, we saw 70% of the 30 students end up in some kind of juvenile justice situation without the support of the Transitional Learning Center. The district is down to 12 students now due to staffing needs and due to students that dropped out that would not have dropped out during this time. The district's current pre-k - 12 students have been impacted less than the Transitional Learning Center students but this does not lessen the impact of those who are in need of academic and social emotional skills remediation. The district will continue to work with these students and will do the necessary remediation lessen to catch the students back up to prior levels of success that the district sought with their students.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
   c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
   d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
P. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 273 plans to conduct a three week summer enrichment program for the next three summers to allow students to have time and opportunities that they did not have during the pandemic summers. The district will provide summer remediation...
for all necessary needs of students both regular education and special education students. The district does offer an after-school program for families that can participate in it as an extension of the district’s early learning center for grades pre-k through sixth grade. This program runs on regular school days until 6:00 pm and on no school days during the regular school year.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 273 plans to use the remaining dollars to hire extra staff to meet the needs of students. Social emotional and academic losses are the main priority of these staff members. Although safety precautions are also a priority of these dollars to keep students in smaller class sizes so that social distancing can be done to safely have in person school. Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. Air purifiers have been added to rooms and major areas where HVAC system did not have great air quality. Technology will be purchased as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth. The same process is being done with textbooks and other curricular resources. Dollars are also being used to secure the district employee self funded health insurance COVID dollars have eaten up some of the insurance pool over the past years during the pandemic. The district will continue to encourage safety protocols and encourage personal safety choices during the pandemic.

USD 273 will continue to use practices that they have founds successful during the pandemic time. practices that have not been successful will not be continued. retaining staff so that social distancing cleaning sanitizing and general operations are a huge necessity during this time. dollars will be used to help incentivize during this time for this purpose.

Notes on ESSER III application Excel template:

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

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

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

Please download and complete the ESSER III application template
https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx
to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances
Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

• How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
• How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
• How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation. By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature | Jeff Travis
Date | 12/28/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Eligibility</th>
<th>Review Recommedation</th>
<th>Funding Stream</th>
<th>Function</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSE-Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure 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>273-001-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Retained additional 3rd grade teacher to keep smaller classes to help with learning and social distancing.</td>
<td>$ 87,567</td>
<td>$ 43,350</td>
<td>$ 44,217</td>
<td>27-200-111</td>
<td>Per applicant: “By retaining a second and third grade teacher in elementary classes that would have been divided into two classes has given the district the opportunity to space out students and staff.” KSIDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
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<tr>
<td>273-001-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Retain additional vocal music teacher to social distance. This allows the district to have smaller vocal classes, and allow our students to have more opportunities while practicing safe measures in the vocal classroom.</td>
<td>$ 66,243</td>
<td>$ 32,793</td>
<td>$ 33,450</td>
<td>27-200-111</td>
<td>Per applicant: “A vocal music teacher was added at the junior - senior high and will be retained at least for the next three years to allow for social distance within this classroom, as well as, have proper practices for COVID-19 during the vocal classes to keep vocal music an opportunity for our students.”</td>
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<tr>
<td>273-001-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Retain additional Title I teacher to social distance. This allows cohort groups to not mix when safety issues for COVID exist. It also allows for the UPS program to be used and taught in a safer environment for students and faculty. This teacher will help close learning gaps with elementary students due to loss learning during COVID.</td>
<td>$ 90,658</td>
<td>$ 44,880</td>
<td>$ 45,778</td>
<td>27-200-111</td>
<td>Per applicant: “A Title I teacher has been added and will be retained during these three years to allow for smaller cohort groups to not mix when safety issues with COVID exist. This allows the district to teach the UPS program and other programs to work with our students that have fallen behind academically in the elementary school in both math and reading.”</td>
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<tr>
<td>273-001-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Retain a permanent sub position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students.</td>
<td>$ 41,208</td>
<td>$ 26,400</td>
<td>$ 20,608</td>
<td>27-200-120</td>
<td>Per applicant: “Permanent substitutes have been added to both the elementary and junior-senior high school. This allows the district to not mix substitute teachers within the different campuses; this make safety measures in the class better for all students because of the consistency. Mental health during the pandemic has suffered at USD 273 with students.” Follow up information requested. Per applicant, “On line 18, this is for the hiring of a long term sub for the elementary school Line 19 is the hiring for a long term sub for the high school”</td>
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<tr>
<td>273-001-005</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Retain a permanent sub position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students.</td>
<td>$ 41,208</td>
<td>$ 26,400</td>
<td>$ 20,608</td>
<td>27-200-120</td>
<td>Per applicant: “Permanent substitutes have been added to both the elementary and junior-senior high school. This allows the district to not mix substitute teachers within the different campuses; this make safety measures in the class better for all students because of the consistency. Mental health during the pandemic has suffered at USD 273 with students.” Follow up information requested. Per applicant, “On line 18, this is for the hiring of a long term sub for the elementary school Line 19 is the hiring for a long term sub for the high school”</td>
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<tr>
<td>273-001-006</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Retain a K-12 social worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID has been noticeable. This will allow for our students to receive extra help with these needs.</td>
<td>$ 51,569</td>
<td>$ 25,550</td>
<td>$ 26,010</td>
<td>27-200-111</td>
<td>Per applicant: “A social worker was hired and has been retained through these three years of ESSER dollars to help with the social emotional needs of students. The social emotional needs includes loss in social skills and growth in mental health needs that the COVID pandemic has created. This extra social worker will allow students to receive extra time and help from this person.”</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Retain a K-12 social worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID have been noticeable. This will allow for our students to receive extra help with these needs.</td>
<td>$51,560</td>
<td>$25,550</td>
<td>$26,010</td>
<td>27-300-1000-111</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer enrichment summer school will be instituted to allow elementary students to get back to normal activities post-COVID. Safety measures will be taken to ensure safety. Students will explore local careers with local businesses, wildlife and parks, and many more local opportunities through a three week period during the summertime.</td>
<td>$10,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>27-300-1000-111</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Synesis at Beloit Elementary School for air quality. These are proven systems used by KSU, Rockford University, Price Chopper and Las Vegas Emergency Rooms to fight COVID-19 and other airborne illnesses.</td>
<td>$122,960</td>
<td>$122,960</td>
<td>$162,000-200-700</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Group Insurance</td>
<td>4. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our district's health insurance.</td>
<td>$61,443</td>
<td>$36,443</td>
<td>$25,000</td>
<td>48-100-1000-210</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Retain additional Ag teacher to social distance. This allows cohort groups to not mix when safety issues for COVID exist. It also allows for the LIPS program to be used and taught in a safer environment for students and faculty. This teacher will help close learning gaps with elementary students due to loss learning during COVID.</td>
<td>$137,478</td>
<td>$44,922</td>
<td>$45,820</td>
<td>27-300-1000-111</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>District hired an extra elementary library position to help separate students in the library with social distancing and extra support to help keep library materials clean and sanitized due to pandemic needs.</td>
<td>$76,510</td>
<td>$25,000</td>
<td>$25,500</td>
<td>26-010-08-200-220-120</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Retained additional 3rd grade teacher to keep smaller classes to help with learning and social distancing.</td>
<td>$122,416</td>
<td>$40,000</td>
<td>$40,800</td>
<td>27-300-1000-111</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Property</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Purchase a second vision screener so that USD 273 nurses can separate out groups and keep them socially distanced but still do vision screening in an appropriate time frame.</td>
<td>$8,105</td>
<td>$8,105</td>
<td>$8,200-210-700</td>
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</tbody>
</table>

Per applicant: "A social worker was hired and has been retained through these three years of ESSER dollars to help with the social emotional needs of students. The social emotional needs includes loss in social skills and growth in mental health needs that the COVID pandemic has created. This extra social worker will allow students to receive extra time and help from this person."

Per applicant: "Summer Enrichment school has been added to give elementary students some normal activities during the summer. COVID 19 shut down summer school programming during the pandemic. This program is an enrichment program where students will explore local careers with local businesses, wildlife and parks and many more local opportunities during the summer. USD 273 plans to conduct a three week summer enrichment program for the next three summers to allow students to have time and opportunities that they did not have during the pandemic. Summers. The district will provide summer remediation for all necessary needs of students both regular education and special education students."

Per applicant: "Cleaning through extra practices allows the district to keep classrooms safer. The Synesis units are used for providing better air quality in classrooms that do not have great ventilation and older HVAC systems. Synesis has been proven to be effective at KSU, Rockford University and major shopping stores such as Price Choppers and medical examples such as the Las Vegas emergency rooms. Allowable if CDC guidelines are met.

Per applicant: "Our health insurance pool continues to get hit due to COVID needs. This will help create dollars to replenish our health insurance pool."

Follow up information was requested confirming this was for an AG teacher, which did not seem to be a reasonable relationship with the LIPS reading program via Lindamood. Per applicant: "It looks as if that was added in error. This request is for an additional agriculture teacher. The cell (G25) should read: Retain additional Ag teacher to social distance. This allows cohort groups to not mix when safety issues for COVID exist. The LIPS information should be removed.

Per applicant: "The extra library aide allows for separation of students in our elementary library and allows extra cleaning on materials that are physically touched by many.

Per applicant: "By retaining a second and third grade teacher in elementary classes that would have been divided into two classes has given the district the opportunity to space out students and staff."

Per applicant: "An extra vision screener will help our nurses screen students in the same time frame, but keep students separate and social distanced."
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>Expanded textbook purchasing so that students do not have to share textbooks and to continue to have the resource while socially distancing.</th>
<th>$ 104,321</th>
<th>$ 104,321</th>
<th>27-200-1000-610 Per applicant: &quot;Extra textbook purchases allow a text book in each student's possession so they do not share textbooks.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Chromebooks so each student can have their own chromebooks and continue to social distance.</td>
<td>$ 12,500</td>
<td>$ 12,500</td>
<td>27-200-2200-700 Per applicant: &quot;Purchasing chromebooks will continue to allow the district to have one chromebook for students so they are not sharing during pandemic times. This will allow the district to eliminate cleaning issues with student technology.&quot; Follow up information requested. Per applicant: &quot;Line 16 is for chromebooks for the elementary school, line 17 is for chromebooks for the high school.&quot;</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Chromebooks so each student can have their own chromebooks and continue to social distance.</td>
<td>$ 12,500</td>
<td>$ 12,500</td>
<td>27-300-2200-700 Per applicant: &quot;Purchasing chromebooks will continue to allow the district to have one chromebook for students so they are not sharing during pandemic times. This will allow the district to eliminate cleaning issues with student technology.&quot; Follow up information requested. Per applicant: &quot;Line 16 is for chromebooks for the elementary school, line 17 is for chromebooks for the high school.&quot;</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>Property</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchased mobile technology for teachers and students to use during quarantines for both home use and for classroom use. This technology allows our teachers to communicate with students and keep learning current during quarantine times.</td>
<td>$ 46,250</td>
<td>$ 18,500</td>
<td>27-200-2200-700 Per applicant: &quot;The mobile technology, Newline presentation boards, are used by teachers and students during quarantines from home in the classroom. The technology allows our teachers to communicate with students and learn current practices during quarantine times. PPE equipment will still need to be purchased to implement safety measures for all students, faculty and staff. This equipment includes many different pieces that are listed in our ESSER II application.&quot;</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>Property</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<td>$ 46,250</td>
<td>$ 18,500</td>
<td>27-300-2200-700 Per applicant: &quot;The mobile technology, Newline presentation boards, are used by teachers and students during quarantines from home in the classroom. The technology allows our teachers to communicate with students and learn current practices during quarantine times. PPE equipment will still need to be purchased to implement safety measures for all students, faculty and staff. This equipment includes many different pieces that are listed in our ESSER II application.&quot;</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE equipment is still needed to be purchased to keep safety measures for all students, faculty and staff. This equipment includes bottle fillers, masks, air purifiers and other equipment.</td>
<td>$ 12,500</td>
<td>$ 12,500</td>
<td>27-200-1000-610 Per applicant: &quot;Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years.&quot; Follow up information requested. Per applicant: &quot;Line 20 is for PPE equipment for the elementary school. Line 21 is for PPE equipment for the high school.&quot;</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE equipment is still needed to be purchased to keep safety measures for all students, faculty and staff. This equipment includes bottle fillers, masks, air purifiers and other equipment.</td>
<td>$ 12,500</td>
<td>$ 12,500</td>
<td>27-300-1000-610 Per applicant: &quot;Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. &quot; Follow up information requested. Per applicant: &quot;Line 20 is for PPE equipment for the elementary school. Line 21 is for PPE equipment for the high school.&quot;</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 | 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
Street Address | Sylvan Grove
Mailing Address | 67481
City | Mailing Zip Code
Authorized Representative of the District | Pam Schneider
Name | District Clerk
Position or Title | District Clerk
Email Address | pschneider@usd299.org
Phone Number | +17855267175
Would you like to additional district representatives to the application? | No
Please paste a direct link of your school district's safe return plan that is posted on your website. | https://www.usd299.org

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We will provide a safer atmosphere for our school with the use of our new air purification system for our students.

Engage in Meaningful Consultation with Stakeholders

Students

It will allow our students to have a safer environment with our air purification system.

Families

It will help keep students in school which will allow for a better education for our students. Our families attending ball games will be safer in our gymnasium.

School and District Administrators including Special Education Administration

We use monthly meetings for school and district administrators and special education to discuss the use of ESSER funds and what would be the best use for ours students.
Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Using monthly meetings to discuss the use of ESSER funds and helping to decide what would be the best use of the ESSER Funds.

Tribes

We will use our web page to provide an opportunity for people and stakeholders to respond to the ESSER planning and the use of those funds. Also our site council will be a sounding board for our community to help with the collection of data for the use of ESSER funds and how well it will effect our school in a positive manner.

Civil Rights Organizations including Disability Rights Organizations

We will use our web page to provide an opportunity for people and stakeholders to respond to the ESSER planning and the use of those funds.

Stakeholders represting the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We will use our special education cooperative for their input in helping the decision process with the use of ESSER funds.

Provide the Public the Opportunity to provide input and take such input into account.

We used our site council which is a representation of the public for their help in determining the use of our ESSER funds.

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

The loss of school time, where students were not in school, affected students in learning loss. Our data in our AIMS WEB testing and our MAP Testing shows that 85% of our students dropped in scores from 5 to 10 points. Also the teachers felt the social and emotional well being of our students and special education students were effected by not having interaction with other students and teachers.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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

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

L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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

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

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

USD 299 provided a two week back to school program for our elementary school students which will help provide the students a chance to improve their reading and math scores and will hopefully close the gaps in their math and reading scores.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will be using curriculum to help to improve the scores of students and with the use of intervention to focus on their gaps in their particular math and reading scores.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
We will use interventions in math and reading that will close gaps in the students' math and reading scores. The curriculum we are using is evidence-based and has shown that students will increase scores with the use of this curriculum. Social and emotional behavior will also be addressed under our KESA plan and we will continue to use our plan to help those students in need. Also, we have hired a social worker and school nurse which will help provide students with that one-on-one individual curriculum that students need to help social and emotional growth.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.
By the LEA’s drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA’s website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature │ 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 &amp; Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>299-001-022 0308</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>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>$327,955</td>
<td>$327,955</td>
<td>$327,955</td>
<td>$327,955</td>
<td>Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org). KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
<td>07.2600 .700</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  Licensed Child Care Provider

Applicant / Entity Name  Fairfield USD #310 Daycare

Applicant / Mailing Address
Betsy McKinney
16115 S. Langdon Rd.
Langdon, KS 67583

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

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

Applicant / Phone Number  620-596-2152

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

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

Applicant / Federal EIN (if applicable)  48-0720350

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

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

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

Application details

Full District Name | Fairfield
District Number | 310
Mailing Address | 16115 S. Langdon Rd.
Mailing City | Langdon
Mailing Address | 65783
Authorized Representative of the District | Betsy McKinney
Authorized Representative of the District | Superintendent
Authorized Representative of the District | bmckinney@usd310.org
Authorized Representative of the District | +16205962002
Would you like to additional district representatives to the application? | No

Please paste a direct link of your school district’s safe return plan that is posted on your website.


Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Eighty percent of the ESSER III funds we are awarded will go towards improving air quality in our school district. This usage of funds will align with Reason #14: “Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. All federal requirements for this project will be followed.”

Twenty percent of our funding will go towards two areas of focus: Reason 11, planning and implementing activities related to summer learning and supplemental after school programs. The main targets of both of these programs are low-income students, children with disabilities, English language learners, migrant students, homeless students and children in foster care. We also plan to use part of the 20% funding to address learning loss among student help overcome academic learning losses since the pandemic began, as well as support. We will only use the money towards evidence-based programs discussed later in this document. By evidence based, we mean they fall into the tiers required by ESSA standards.

Engage in Meaningful Consultation with Stakeholders

Students

We emailed a link to students for a student survey that was similar to the parent survey. Only our students in fourth grade and up were invited to respond to the survey. They were given time to do it in class. The top choice for the best use of ESSER III money was for
continued emphasis on technology and access. As far as how to best address academic learning loss, most of our students said hiring additional staff would best address learning needs. We have tried hiring staff and have not been successful in getting people to work. We currently have ads out for both classified and certified positions that we can’t fill.

Families

We shared a survey out online and on paper to all parents. There was a tie for the best use of ESSER FUNDS selection. The two most chosen choices were as follows: (a) programs and activities that address student learning loss to include additional staff to support academics; and (b) improvement to facilities in environmental factors like air quality. As far as how to address learning loss, the top choice was academic remediation and recovery to include after-school programs.

School and District Administrators including Special Education Administration

We did an online survey of administrators and found that all of those surveyed wanted to spend ESSER III money most on improvements in facilities in environmental factors, such as improving indoor air quality. As far as how to help with academic learning loss, it was a 50/50 split with both of these methods chosen: Academic remediation and recovery to include after-school programs and an extensive summer school program to address learning loss.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

We did an online survey with all employees, both certified and non-certified, who were not administrators. Their top choice for how to spend ESSER III money was to make improvements in facilities in environmental factors, such as improving indoor air quality. As far as what they would do to help overcome academic learning loss, a clear majority of those in this group said they wanted more paraprofessionals to help with individual students. We are currently advertising for para's and other positions, without much success and most of this group knows that.

Tribes

We have only two families in our district that list Native American as part of their race and no identified tribal groups in our district boundaries. I reached out to both families to make sure they submitted the survey so that we could have their input. One of the family votes went towards creating programs and activities that address student learning loss to include additional staff to support academics. The other response went to working on Student Social/Emotional/Mental Well-Being. As far as to the best way to address learning loss, one choice was to have academic remediation and recovery to include after-school programs and the other response was to have an extensive summer school program to address learning loss.

Civil Rights Organizations including Disability Rights Organizations

We did not have either of these organizations as formal groups in our district boundaries, but there are some in our county. I contacted a representative of the Reno County Developmental Disability Organization and sent them a survey, but they did not send it back in to me. I have reached to TECH Inc., a group in Hutchinson that helps adults and children with intellectual and developmental disabilities achieve their independence. We did the survey verbally, and they said that what was most important to them was anything that most address their population, so therefore their top way to spend the money was additional support for special populations, such as students with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students. They also chose as their best way to address learning loss was to hire more staff to directly help students in the underserved groups. The only Civil Rights group I could locate within our county (not our district) was the Hutchinson chapter of the NAACP. They had no email, phone number, or person listed on their website. They did have an address, so I sent them a copy of the survey and also my business card to call me at school if they wanted to do this over the phone. I have had no response from the NAACP letter I mailed this fall.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

We sent the survey link (and also a paper copy) out the the parents of student with IEP’s and those on 504 plans. We also sent it to the foster parents in our district and the homeless families. We put the district office phone number on the form in case parents wanted help understanding the questions and a few of them did call us to explain the choices. This subgroup felt the best purpose for ESSER III funding was Additional support for special populations, such as students with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students. As far as how best to address learning loss, the top answer was to hire more paraprofessionals to help with individual students.
Educational agency that aids in regular and substantive educational interaction between students and their classroom instructors,

K. local requirements.

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with

J. diseases.

I. agencies.

H. of each population.

G. minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs

F. to coronavirus.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.

B. Any activity authorized by the Individuals with Disabilities Education Act.

C. Any activity authorized by the Adult 6 Education and Family Literacy Act.


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

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

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

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

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

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

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

L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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

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

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The academic impact of COVID has been serious and we can really see that by examining data of the same class of students over time. Both our reading and math student achievement was negatively affected by time lost due to COVID. For example, we followed two of our current elementary classes from the 2018-2019 pre-pandemic school year to the current year of 2021-2022. In 2018-2019, exactly 90% of our Kindergarten Class (now third graders) scored at or above grade level in reading. When they returned in the fall of 2020 after instruction missed during the fourth quarter of 2019-2020, their beginning score was 47% at or above grade level. Current winter 2021 tests show only 53% of that same class of students reading at or above grade level. We also traced the progress of this year’s fifth grade, or the Class of 2029. This is a class with numerous students that struggle academically. In 2018-2019 their pre-pandemic progress for second grade was that 58% of them were reading at or above grade level. After a quarter out during their third grade year of 2019-2020, they returned to a combined remote/in-person learning with only 29% of them reading at or above the third grade level. They finished the 2019-2020 year with 31% of the students at or above grade level in reading. By the end of last year (2020-2021) only 21% of the Class of 2029 were reading at or above grade level, and the most recent winter scores for 2021-2022 are that only 19% of them are at or above grade level. This data is from DIBELS and FastBridge assessments for testing if a student is reading at grade level or not.

Math scores were also negatively impacted, although not as much as reading scores. For this year’s third grade class, they scored with 95% of the students being at or above grade level in 2018-2019 when they were in Kindergarten. They were still somewhat on track in 2019-2020 when 81% of them scored at or above grade level in first grade math. When those same students returned to campus in 2020-2021 (some chose remote learning) their scores fell to 60% at or above grade level. That was a loss of 21% of the students in the class from the spring to the fall of 2020. By the end of 2020-2021, those second graders had made it back to where 80% of the students were at or above grade level, but this year’s winter scores show only 76% of this year’s third graders doing math at or above grade level. The effect is ongoing unfortunately. As far as math testing for this year’s fifth graders, when they were in second grade in 2018-2019, they scored as a class with 79% of the students working at or above grade level. By the fall of their third grade year, that score dropped to only 35% and even worse, by the spring of their fourth grade year (2020-2021) only 31% of the students scored at or above grade level in math achievement. This past fall (2021-2022) the current fifth graders took the FastBridge test and only 28% of them scored at or above grade level. These deficiencies are serious and need our continued attention and intervention.

When we took this same data from the classes and broke it into subgroups, we saw the same trend across the board. A majority of our students are on free/reduced lunches, but what we found somewhat surprising is that the non-free/reduced lunch group was affected to the same degree as the first group. Since the number of students that chose remote learning last year instead of in-person
We will use 80% of our funding to target the academic impact of the pandemic. This will include a summer program targeting At-Risk students for the 2023 summer. We have saved ESSER 2 funds to pay for the 2022 summer program. Our plans for this funding also includes the After-School program for the 2022-2023 school year. In addition, we would like to be able to purchase individualized educational programs to improve reading and math skills, such as Lexia, IXL Learning and PLATO Learning from Edmentum. We also want to research Social Emotional Curriculums and instruments to track SES growth, but it will take time to study if there are any available that meet ESSA guidelines. We are still searching for that! We are currently researching SES curriculum and assessments and would like to be able to have more time to select one that meets ESSA standards of being evidence-based.

Below I have included specific information on three of these programs and how they meet ESSA guidelines of researched, evidence-based curriculum

Lexia: ESSA legislation categorizes evidence into three different levels: Strong, Moderate and Promising. Lexia has eight studies with Strong evidence—the highest level of rigor defined by ESSA—and an additional seven studies with Moderate or Promising evidence. Strong evidence is defined as well-designed, well-implemented experimental studies that include randomly assigned treatment and control groups to eliminate selection biases. This is the highest level of evidence as defined by ESSA, and Lexia has eight studies in this category. Moderate evidence is defined as well-designed, well-implemented quasi-experimental studies with treatment and control groups that may not be randomly assigned. There may be some selection biases that are statistically addressed. Lexia has three studies with Moderate evidence. Promising studies include correlational evidence that the program has an impact. These studies may not include a control group, but selection effects are addressed statistically. This is the lowest level of evidence as defined by ESSA, and Lexia has four studies in this category.

“The requirements of ESSA underscore the approach Lexia has taken for more than three decades,” said Lexia President Nick Gaehde. “Educators should have confidence that the instructional resources they choose will deliver a statistically significant impact on student outcomes; and Lexia’s 15 efficacy studies not only satisfy the requirements under ESSA, but provide scientific evidence of our programs’ effectiveness.”


IXL: In an ESSA Research Report conducted by IXL Learning, an evaluation was done to determine whether or not there was evidence that IXL Math and English Language Arts program achievement met the required rigor of the Every Student Succeeds Act (ESSA) Tier 2 standards for evidence-based interventions. In accordance with these evidence requirements, this study used a pretest-posttest quasi-experimental design and implemented propensity score matching to reduce or eliminate potential selection bias. The treatment and control groups were well matched for analysis following ESSA guidelines. As required by ESSA Tier 2 standards, this study also included a large sample size (4,000 students across multiple sites); measured outcomes using a reliable benchmark assessment (NWEA MAP); applied multilevel models to account for sample clustering effects; and controlled for potentially confounding factors in the analysis including prior performance, students' demographic backgrounds, and teacher's workload and experience (ESSA, n.d.). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects.


Edmentum (Plato): Evidence from research on the PLATO/Edmentum platform extensively meets the ESSA Level of Evidence for a Research and Evidence-Based program. There is strong evidence of well-designed and well-implemented randomized controlled trials. There is moderate evidence of well-designed and well-implemented quasi-experimental study, and promising evidence of a well-designed and well-implemented correlational study with statistical control for bias. More information about specific studies is available in Edmentum's "ESSA Evidence Appendix" at this website:


Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We will use 20% of our ESSER III funding on a major air quality improvement project for our district facility. Twelve of our HVAC rooftop units are from 1994 or before. They do not have the technology available today to be able to provide ventilation, proper air exchange, or filtration of air. We will also install additional ductwork as cited as necessary by the engineering inspection, and increase the size of some of the units. All of these units are past the ASHRAE service life expectancy. They do not work reliably and certainly don't protect our students as well as the new units will do. In addition, we want to be able to have one control system to monitor and control all of the HVAC systems in the building. This way, if one room has levels that are going too high in carbon dioxide, we can monitor it and correct the problem sooner. It will also be more economical in the long run to have one control system and not several outdated ones.
We have already conducted an engineering and mechanical inspection of our units on campus and have cited the most crucial needs first. Hopefully funds from ESSER III can start the original steps of what could turn out to be a years-long process of improving all of our campus indoor air quality. We have provided KSDE with a proposal with very specific plans in this area from the inspections held this fall. Please let me know if you would like to see more of those documents. We have submitted the data already to KSDE, but will gladly do so again if that would help. We are following every single step required for proposed ESSER III capital projects.

If not all of this 80% is spend on the indoor air quality project, we will use some of the funds to help cover what is not funded through section 2001(e)(2) of the ARP Act.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, mental health needs of all students, and particularly those students disproportionately impacted by the COVID.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template:
https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation. By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature | Betsy L. McKinney

Date | 01/24/2022

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>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Instruction on</td>
<td>Regular Certified Salaries</td>
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<td>Summer Program for 2022 and 2023</td>
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<td>$ 35,000</td>
<td>21-1000-110-00-00</td>
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<td>21-1000-110-00-00</td>
<td>Replied on information from Common App to shore up how this meets a Covid need. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
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<td>Instruction on</td>
<td>Regular Certified Salaries</td>
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<td>After School Program for 2022-2023 school year</td>
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<td>Instruction on</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Lexia Learning</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
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<td>Eligible</td>
<td>Social Work Services</td>
<td>Other Professional Services</td>
<td>10. Providing mental health services and supports</td>
<td>SES Curriculum meeting ESSA Standards; also an SES assessment to measure growth/progress in this area</td>
<td>Indoor Air Quality Project - Update existing units; replace 12 1994 units and provide filtration of germs in air, as well as proper ventilation and overall air quality improvement.</td>
<td>$ 9,739</td>
<td>$ 9,739</td>
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<td>Replied on information from Common App to shore up how this meets a Covid need.</td>
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<td>310-001-007</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Property</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Indoor Air Quality Project - Update existing units; replace 12 1994 units and provide filtration of germs in air, as well as proper ventilation and overall air quality improvement.</td>
<td>$ 463,476</td>
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<td>21-2660-700-00-00</td>
<td>Allowable if CDC guidelines are met. Capital Improvement documentation required.</td>
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Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Phillipsburg USD #325

Applicant / Mailing Address | 240 South 7th

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

Applicant / Email Address of Owner, CEO, or Executive Director | mgower@usd325.com

Applicant / Phone Number | 7855435281

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

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

Application details

Full District Name | Phillipsburg

District Number | 325

Mailing Address | 240 S 7TH STREET

Mailing City | PHILLIPSBURG

Mailing Address | 67661
Authorized Representative of the District | Name | Michael Gower
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | mgower@usd325.com
Authorized Representative of the District | Phone Number | +17855435281
Would you like to additional district representatives to the application? | No

Please paste a direct link of your school district’s safe return plan that is posted on your website. | https://www.usd325.com/vnews/display.v/SEC/District%7CSchool%20Year%20Informa

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We plan to use the funds for windows at the high school for more fresh air into the building. We plan to use the funds at the elementary school to revamp our playground area so we can spread students out more to reduce the risk of transmission. We also plan to use the funds for another activity bus since we have been keeping the boys and girls separate to all events to reduce the risk of transmission from one team to the other. We plan to use the 20% directed to learning loss to have an at-risk teacher target K-8 students in the area of reading as those scores were lower last spring. We will use the funds for new English Language Arts textbooks, the Lexia reading program, Accelerated Reader program and 1 on 1 and small group interventions with our at risk teacher targeting the specific below grade level students in the area of reading.

Engage in Meaningful Consultation with Stakeholders

Students

We visited with students about our funds and how they thought we could best spend the money to make them feel safe and they mentioned the window project as well as HVAC and more buses to spread kids out. We surveyed students and also invited them to an in person meeting. We discussed summer school and after school programs but could not get enough interest to make those programs work.

Families

We visited with parents about our funds and they mentioned the bus, HVAC, windows and also renovations at the football/track field to spread people out more and reduce congestion and risk of virus transmission. We surveyed parents and also invited them to an in person meeting. Parents wanted their children in school face to face and to address learning loss and specifically reading after we shared our test scores from last spring. Reading was discussed as being the key to other subjects as well so parents were in agreement with our focus.

School and District Administrators including Special Education Administration

We really focused on ways to spread students out and keep from transferring the virus if someone was ill. Our focus was learning loss and ways to reduce the transmission of the virus such as the window project to get more fresh air into the building. Adding a teacher to address reading concerns was a key point for administration. SPED administrators saw the value in that as well since better readers can hopefully reduce the amount of identified students in SPED and allow them to focus more on the students that are identified. This group was a sit down discussion as we only have 4 administrators in our district and the SPED coop has 2 administrators. Other areas discussed besides windows were a bus and HVAC. Learning loss included at risk reading teacher, after school programs, and summer school.
Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

This group was really focused on the playground at the elementary and windows at the high school. Elementary students are crammed together in a tight area on the playground and HS windows do not even open in many cases so no chance for fresh air. Coaches were concerned about putting athletes on the same bus and are wanting another bus to keep athletes from the different teams separated in case one team is exposed then they both don't have to quarantine. We also discussed HVAC upgrades and upgrades to the football/track facility and ways to spread fans out at that facility. Learning loss suggestions were at risk teacher, summer school, after school programs, more aids and paras and just more staff to help in any way possible.

Tribes

We visited and we felt like we were meeting their needs as no complaints were voiced. We have 5 students that identify as Native Americans and their parents responded and their concerns were in the areas of reading and math. We shared the scores and showed that reading scores were lower and they agreed to focus on that area with an extra teacher with after school programs and summer school other suggestions. Football/track renovation was mentioned as well as HVAC and windows. I also contacted the Kansas Association for Native American Education.

Civil Rights Organizations including Disability Rights Organizations

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school, after school programs, extra staff from paras to aides to teachers were also mentioned. All patrons were surveyed and invited to an in person meeting. We had members of LGBTQ and different minority groups present including the black and Asian communities. Their concerns were in the area of reading as they wanted all students to be prepared for life after high school. We also had discussion about how to make all feel welcome. These groups are a very small % in our district so these groups are easily identifiable. Capital projects included football/track upgrades, HVAC, windows, and busing.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

Children and parents of children with disabilities, foster parents as well as other underserved groups were particularly interested in the elementary playground as we will be able to better accommodate children with disabilities by upgrading the facilities. HVAC, windows, and busing were also mentioned. As for learning loss, this group wanted more teachers so kids could be addressed 1 on 1 in the areas of math and reading. After sharing test scores, we agreed to focus on reading and focus on an at risk teacher. The group shared in person that face to face learning was a priority for them and their children and would rather have funds focus on people and not programs.

Provide the Public the Opportunity to provide input and take such input into account.

The public was supportive of our proposed projects but again focused on updating our football/track facilities as our restrooms/concession areas are outdated and cramped and we use the facility for other community projects such as community walking/exercising and other youth groups use the facility as well. HVAC, windows, busing and upgrading the seating in the gyms was also mentioned. As for learning loss, this group like the idea of more teachers so kids could be addressed 1 on 1. Teachers, paras, aides as well as more custodians to keep them sanitized was also mentioned. This group was surveyed and also provided feedback during an in person meeting.

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

Emotional impact has been a concern as well as learning loss but I must admit we are lucky enough to have been face to face all year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We also served all meals in alternate locations such as gyms and classrooms. We will focus on windows, PES playground and buses after discussions with all the groups to reduce the risk of transmission and spread students out. Learning loss area will be K-8 reading with hopefully a couple of at risk teachers to focus specifically on students with lower reading scores in small group and 1 on 1 situations with new reading/Language Arts textbooks and the Lexia program to target specific reading concerns. We will also offer summer school to our targeted students in an attempt to get them back reading on grade level.
Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
   c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
   d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
P. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We will continue to offer summer enrichment as we did this past year for the next couple of years to continue to address learning loss.
Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We have projects to get fresh air into the classrooms and to spread students out more to reduce the risk of transmission and plan to continue to address learning loss.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will address learning loss in all populations and focus on not only instructional needs but social emotional needs as well through our summer enrichment.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(j)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(j)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. §§ 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature  | Michael E Gower
Date | 01/26/2022

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<tr>
<td>325-1-001-2022-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school to address learning loss</td>
<td>$20,000</td>
<td>$ -</td>
<td>$20,000</td>
<td>$ -</td>
<td>$ -</td>
<td>17-2600-110</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Extra help to address learning loss</td>
<td>$80,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Technology-Related Software</td>
<td>Technological Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Program to help address learning loss</td>
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<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
<td>17-2600-735</td>
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<td>Direct Allocation</td>
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<td>Eligible Direct Allocation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Textbooks to address learning loss</td>
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<td>Ineligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Student Transportation Services</td>
<td>Ineligible Direct Allocation</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Bus to spread students out more to reduce virus transmission</td>
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<td>Direct Allocation</td>
<td>Facilities &amp; Construction Services</td>
<td>Playgrounds Improvements</td>
<td>Ineligible Direct Allocation</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>Extra area added to the playground as currently all students are confined in one area, adding extra space will spread students out and reduce the risk of virus transmission</td>
<td>$205,000</td>
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<td>Direct Allocation</td>
<td>Facilities &amp; Construction Services</td>
<td>Repairs and Maintenance Services</td>
<td>Eligible Direct Allocation</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>Replace windows at PHS as some do not even open for fresh air to reduce virus transmission</td>
<td>$154,497</td>
<td>$-</td>
<td>$154,497</td>
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Applicant details

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

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

Select an Applicant Type | Unified School District
Applicant / Entity Name | Skyline Schools
Applicant / Mailing Address | 20269 W Us Highway 54
Applicant / First and Last Name of Owner, CEO, or Executive Director | Becca L. Flowers
Applicant / Email Address of Owner, CEO, or Executive Director | bflowers@skylineschools.org
Applicant / Phone Number | 620-672-8408

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

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

Application details

Full District Name | Skyline Schools
District Number | 438
Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

A representative from our COVID leadership team continues to meet with the Kansas and Pratt County Emergency Management teams at least weekly to monitor the number of COVID cases and respond accordingly in our area. We are going to use ESSER funds to expand the number of staff in our health office. This will allow additional staff to monitor students’ symptoms, contract trace active cases, consult with parents, and supervise a quarantine room. We will maintain basic mitigation strategies through the use of high quality cleaners and equipment that will be purchased through the general fund. The limitations and precautions that we will put in place will respect the wishes of the Pratt County Health Department who will take CDC information and apply it in a common sense manner to our location and our district. Final decisions about procedures that will be put in place when school starts will happen within 2 weeks of school starting.

Engage in Meaningful Consultation with Stakeholders

Students

We have a student leadership group at the high school level that provides input to the administration regarding the response to the culture of learning and relationships as COVID numbers and restrictions change throughout the year. We reached out to this group of students and met last summer and again this summer. In between those two formal meetings were a multitude of less formal interactions. These individuals also provide leadership in modeling appropriate behaviors that mitigate the spread of COVID. Input from students imposed on us the need to expand CTE programs and provide students with real world learning situations.

Families

Families were consulted through on-line surveys to determine what their needs were. The feedback from families was used to plan and direct communication regarding COVID. This feedback was gathered on a regular basis to keep in touch with the needs of families. Major changes to curriculum delivery during the shut down and methods of communication resulted from
the feedback we received from parents. Families are also represented on our site councils. These councils were not as active last year, but their input will be valuable as we move forward.

**School and District Administrators including Special Education Administration**

The team of school/district administration meets weekly, among the topics addressed at every meeting was the ESSER plan and how to best use the funds in an appropriate manner. Some of the most apparent outcomes that are happening based on the input of administrations is the hiring of three teacher aids who will work with students individually to help them remedy the learning loss and behavior disfunction that occurred during COVID. This group also provided input that is resulting in an office position that will track tardies and absenteeism, behavior incidents, grades and assessment scores in a manner that empowers immediate action by teachers and administration to meet the needs of students. These individuals also partnered with the local community college to offer an extension via a digital platform of a college algebra course. The district will use one of the teacher aids who is skilled in high school math to oversee that course and support the success of students as they take the course. Our district is part of a special education inter local. A portion of our ESSER I funds were sent to the inter local to fund early mitigation efforts.

**Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions**

We have reached out to our teaching staff through the use of surveys, meetings and through the teachers’ union. The outcome of this has included suggestions to provide teachers with additional pay due to the stress and additional workload brought on by COVID.

**Tribes**

Not applicable.

**Civil Rights Organizations including Disability Rights Organizations**

Not applicable.

**Stakeholders represting the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students**

We used our connection with the special education inter local through monthly meetings to determine if the needs of special education students are being met. No additional input was provided that guided the spending of ESSER funds. A shortage of para educators to provide services to disabled students was discussed, the district will use ESSER funds for teacher aids who will assist in meeting the needs of all students, including those with disabilities. We work with Southwest Kansas Regional Service Center to see that the needs of migrant students are being met, they did not provide further input. We work with the Department of Children and Families to meet the needs of students who are in the foster care system.

**Provide the Public the Opportunity to provide input and take such input into account.**

The ESSER plan has been included on the board of education agenda and discussed in open meeting on numerous occasions. The board of education's input has been influenced by the public that they represent.

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 percentage of students reporting that they felt sad or hopeless every day for two or more weeks in a row and effected their typically activities rose from 31.6% to 38%. The number of students participating in the Skyline CARES which connects mental health services to students rose from 26 students in 19/20 to 39 students in 20/21 with 24 more pending placement
after 20/21. We are applying to use a portion of ESSER funds to pay for mental health services to be extended into the summer months due to this data.

Chronic absenteeism was a problem at all grade levels. Eighteen percent of the middle school students missed more than 10% of school during 20/21. These figures that composed chronic absenteeism did not include COVID imposed quarantines. We are confident that by providing more intervention, both behavior and academic, will empower our students to reach a higher level of success and be more motivated to attend school.

Overall, academically our students improved their math and reading on the Kansas Assessments, but an unacceptable percentage still fell just below level 3. This indicates that even though they may have mastered the skill, they did not know how to apply the skill to real world situations. Efforts are being made to expand the CTE offerings in an effort for students to experience the application of core knowledge. In addition, three full time teacher aids will join the staff to work individually with students to narrow the learning gap.

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

USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
b. implementing evidence-based activities to meet the comprehensive needs of students;

c. providing information and assistance to parents and families on how they can effectively support students, including in a

distance learning environment; and

d. tracking student attendance and improving student engagement in distance education.

O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to

environmental health hazards, and to support student health needs.

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

facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and

other air cleaning, fans, control systems, and window and door repair and replacement.

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line

with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to
effectively maintain the health and safety of students, educators, and other staff.

R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and

continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of

lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer

enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

1. Summer tutoring will be provided.

2. After school tutoring and enrichment will be provided.

3. Student academic progress will be monitored closely and responded to immediately.

4. CTE programs will be expanded to bring real world context to academic knowledge and to connect students to the

   work force.

5. Daily intervention programs will be far more extensive and inclusive with the addition of 3 full time teachers aids.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

1. The contract of the student and family support coordinator will be extended into the summer to ensure the continuity

   of mental health services when school is not in session.

2. Additional nursing staff will be added to respond to students who have tested positive and/or are first degree

   contacts.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under

section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social,

emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the

COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities,

students experiencing homelessness, children in foster care, and migratory students.

All students will take benchmark assessments three times throughout the year. Students who have fell farthest behind will be
progress monitored more frequently. These scores will be evaluated in Professional Learning Communities to determine if
adequate academic progress has been made. The SRSS-IE and Kansas Communities that Care act will be used to assess
individual and overall improvements in mental health that are being made. This data will be part of the data gathered for the
districts final year of the first cycle of the KESA accreditation model.

Notes on ESSER III application Excel template:

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

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True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.

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

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- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP,
or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature | Becca L. Flowers

Date | 08/03/2021

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>438-1-001-2022-0308</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>Contract Extension for Student and Family Support Coordinator to provide mental health services in the summer months.</td>
<td>$3,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2100-110-000</td>
<td>KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
</tr>
<tr>
<td>438-1-002-2022-0308</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>PK-12 Summer learning opportunities to provide opportunities for learning and engagement during the summer months and decrease academic failure risk by providing opportunities for credit recovery.</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-110-000</td>
<td>From applicant: 2 teachers will provide summer school for approximately 20 students.</td>
</tr>
<tr>
<td>438-1-003-2022-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Provide after school tutoring and enrichment.</td>
<td>$8,400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-110-000</td>
<td>From applicant: 1 teacher and 2 teacher aids is expected to provide services for approximately 12 students.</td>
</tr>
<tr>
<td>438-1004-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Provide after school tutoring and enrichment.</td>
<td>$4,375</td>
<td>$ -</td>
<td>$ -</td>
<td>$2,200</td>
<td>$2,175</td>
<td>06-1000-120-000</td>
<td>From applicant: 1 teacher and 2 teacher aids is expected to provide services for approximately 12 students.</td>
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<tr>
<td>438-1005-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other Miscellaneous Expenditures</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>SEL &amp; Career Exploration Curriculum, supplies, equipment, fees and travel expenses.</td>
<td>$2,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$2,600</td>
<td>06-2100-890-000</td>
<td>From applicant: SEL curriculum is needed to respond to the higher number of family members of students (and students) who are experiencing mental health challenges in their lives due to the disruption of COVID (job loss, death of family members, etc.) Career Exploration curriculum is needed due to the lack of direction our students are getting from career exploration support our students are getting from home due to the impact COVID had on families. Career guidance is extremely important to the future of our community, especially given the massive labor shortage brought on by COVID. Travel would be limited to field trips to job sites and to visit post-high college/technical training sites. Equipment and supplies could be eliminated from the request.</td>
</tr>
<tr>
<td>438-1006-20220308</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>Staff to provide personalized intervention to students to remedy and prevent learning gaps during the school year.</td>
<td>$133,568</td>
<td>$ -</td>
<td>$ -</td>
<td>$52,703</td>
<td>$80,865</td>
<td>06-1000-120-000</td>
<td>From applicant: This is to fund interventionist whose services are imbedded in the school day. Students who are at-risk of failure are identified and these interventionist reach out to those students to provide academic and behavior intervention during the school day. These positions did not exist before COVID and exist now to help bridge the academic and behavioral gaps that COVID created for students. I am able to use $27,000 of ESSER II funds to cover this in FY23.</td>
</tr>
<tr>
<td>Date</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Staff to work in the office to manage subs during times of increased illness, track student attendance, manage student assessment and connect results to appropriate intervention and monitor academic and SEL gains/losses.</td>
<td>$46,602</td>
<td>$ -</td>
<td>$ -</td>
<td>$23,163</td>
<td>$23,439</td>
<td>06-2100-120-000</td>
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<tr>
<td>06-2134-110</td>
<td>Eligible Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>Additional school nursing staff to monitor student health and provide appropriate responses to symptomatic students/staff.</td>
<td>$20,600</td>
<td>$ -</td>
<td>$3,900</td>
<td>$8,200</td>
<td>$8,500</td>
<td>06-2134-110</td>
<td></td>
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<tr>
<td>34-1000-110</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.</td>
<td>Expand the scope of CTE programs by adding staff. COVID has put students behind in the skills needed to connect school to work. This results in a deficit of skills for students and deficit of qualified workers in the community.</td>
<td>$25,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>34-1000-110</td>
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<td>From applicant: During COVID the labor shortage created an unmet need for skilled workers in our local labor force. It also created an increase in students who were at risk of failure. There was a need before for a more skilled labor force, COVID exasperated the need due to a disruption to training and to the labor force in general. These funds would be used to expand a program that would increase the number of students completing certificate programs, leading to increased academic and behavioral success, increased earning power and it will bolster local economic recovery in providing skilled workers for jobs. Students who are at risk of dropping out due to lack of success during COVID will successfully graduate from high school and become successful members of the labor force.</td>
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<tr>
<td>Date</td>
<td>Category</td>
<td>Description</td>
<td>Amount</td>
<td>Other</td>
<td>Direct</td>
<td>Eligible</td>
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<tr>
<td>03/08/2022</td>
<td>1D.</td>
<td>Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006. Curriculum and travel associated with career development activities.</td>
<td>$3,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td></td>
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<tr>
<td></td>
<td>Miscellaneous</td>
<td>Miscellaneous equipment needed to expand the CTE programs to meet the regional needs of students and the workforce.</td>
<td>$18,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
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<td></td>
<td>12.</td>
<td>Addressing learning loss among students, including vulnerable populations. Provide teachers with additional income to compensate for additional time being used to plan for the success of all students.</td>
<td>$22,500</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
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</tbody>
</table>

From applicant: This travel is intended to be career development that is linked to CTE programs. This would provide an opportunity to inspire students to meet the needs of the labor force by seeing first hand the types of work needed. The box above explains the increased need for CTE emphasis as our students and our community recover from the impact of COVID.

From applicant: In order to teach some of the skilled trades needed for the certification programs we will need to purchase equipment. Examples of this would be mannequins for health care units, CNC router equipment, etc. The need for the expansion of these programs is noted above.

From applicant: This will be a retention bonus that will be paid to all certified staff who were continuously employed from March, 2020 through May 18, 2022. These individuals will receive $800 on June 1, 2022.
Applicant details

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

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
USD #452 Stanton County

Applicant / Mailing Address
PO Box C, Johnson City, Kansas 67855

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

Applicant / Email Address of Owner, CEO, or Executive Director
trent.horn@usd452.org

Applicant / Phone Number
6204926226

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

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

Application details

Full District Name
Stanton County

District Number
452
Mailing Address | Street Address  | PO Box C, 200 W. Weaver Ave.

Mailing | City                  | Johnson City

Mailing Address | Zip Code                  | 67855

Authorized Representative of the District | Name  | Trenton E. Horn

Authorized Representative of the District | Position or Title  | Superintendent

Authorized Representative of the District | Email Address  | trent.horn@usd452.org

Authorized Representative of the District | Phone Number  | +16204926226

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

Please paste a direct link of your school district’s safe return plan that is posted on your website.  |  https://s3.amazonaws.com/scschoolfiles/728/zyfnen.pdf

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We plan to use 77% of the ESSER III funding to upgrade the HVAC system at the JR/SR High school. The current system is over 20 years old and isn't efficient and is at the end of its useful life. The current system components will be replaced with new more efficient equipment. The new system will maximize the introduction of fresh air into the building which will improve the ventilation. Additionally, the system will have UV-C lights installed which will help kill bacteria, pathogens and viruses. UV-C lights have been proven effective at killing Covid-19. The introduction of fresh air into the building in combination with the use of UV-C lights will have a significant impact on the spread of Covid-19 in the building. When combined with the other mitigation practices such as frequent hand washing, mask usage, taking outdoor breaks and cleaning and sanitizing the building daily, we feel this plan will have the greatest impact on spread of Covid-19 in the building. The CDC indicates proper ventilation plays an important role in mitigating the spread of Covid-19.

Engage in Meaningful Consultation with Stakeholders

Students

The high school student council held a meeting with the specific purpose to discuss the use of ESSER funds. We provided them the allocations for each of the three ESSER funds. Additionally, they were provided the list of acceptable uses of ESSER funds. The students were provided opportunities for discussion about the uses of funds. Additionally, they were informed of the discussions the school board, school administration, local philanthropic groups and building and district site councils have had in regards to the possible uses of the funds, as well as any educational and social emotional data collected throughout the pandemic. Students offered input and their opinions in regards to the planned uses as determined through the conversations of the stakeholder groups. The students agreed the planned uses seemed to be the most effective use of the funds. The meeting was scheduled by the student council sponsor who invited the members.

Families
Families were given the opportunity to gain information in regards to the use of the ESSER funds by way of attending the multiple school board meetings where the use of funds were discussed and approved. Additionally, there is family representation on the JR/SR high school and elementary school site councils. The site councils were provided information in regards to the use of ESSER funds, as well as any educational and social emotional data collected throughout the pandemic. The were provided the allocations and the list of acceptable uses. Additionally, they held open collaboration with school administrators and offered suggestions as to the use of the funds. Board meetings were advertised through our school website and members of the site councils were invited by the building administrators. The site councils did offer suggestions in regards to addressing learning loss, including their support of the newly started after school programs. They agreed the best use of the bulk of the ESSER III funds, would be through the updating of the HVAC systems at the JR/SR high school.

School and District Administrators including Special Education Administration

The school district administrators have played an integral role in this process throughout the pandemic. They actively provide suggestions for the use of all ESSER funds and are given the opportunity to request the use of those funds. The building administrators developed the summer and after school programs and have had the ability to order supplies and curriculum/intervention resources to be used during those programs. Additionally, they are in charge of hiring the personnel to staff those programs. There is continual discussions on a weekly basis in regards to the use of the ESSER funds. They agree the best use of the majority of the ESSER III funds, based upon the acceptable uses in our district is the upgrades to the JR/SR high school HVAC system. The SPED COOP oversees the uses of the SPED allocated ESSER funds and has complete control to determine the uses of those funds.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Teachers were given the opportunity to gain information in regards to the use of the ESSER funds by way of attending the multiple school board meetings where the use of funds were discussed and approved. Additionally, there is teacher representation on the JR/SR high school and elementary school site councils. The site councils were provided information in regards to the use of ESSER funds, as well as any educational and social emotional data collected throughout the pandemic. The were provided the allocations and the list of acceptable uses. Additionally, they held open collaboration with school administrators and offered suggestions as to the use of the funds. Board meetings were advertised through our school website and members of the site councils were invited by the building administrators. The site councils did offer suggestions in regards to addressing learning loss, including their support of the newly started after school programs. They agreed the best use of the bulk of the ESSER III funds, would be through the updating of the HVAC systems at the JR/SR high school.

Tribes

At this time in Stanton County there is no tribal representation. In fact we have nearly no Native American's in our county. Therefore, we were unable to discuss this issue with them.

Civil Rights Organizations including Disability Rights Organizations

At this time, we have no Civil or Disability rights organizations in our county. Therefore, we were unable to discuss this topic with them.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

These groups were represented through teacher participation on the site councils. Additionally, the school counselors, special education teachers and paraprofessionals were given the opportunity to gain information in regards to the use of the ESSER funds by way of attending the multiple school board meetings where the use of funds were discussed and approved. They were also provided any educational and social emotional data collected throughout the pandemic. Additionally, there is representation of these groups on the JR/SR high school and elementary school site councils. The site councils were provided information in regards to the use of ESSER funds. They were provided the allocations and the list of acceptable uses. Additionally, they held open collaboration with school administrators and offered suggestions as to the use of the funds.
Board meetings were advertised through our school website and members of the site councils were invited by the building administrators. The site councils did offer suggestions in regards to addressing learning loss, including their support of the newly started after school programs. They agreed the best use of the bulk of the ESSER III funds, would be through the updating of the HVAC systems at the JR/SR high school.

Provide the Public the Opportunity to provide input and take such input into account.

We discussed this topic with the local Rotary club which consists of business and industry and other leaders in our county. The superintendent of schools asked to present at one of their meetings. The Rotary mem agreed the updating of the HVAC system would be a great use of the ESSER III funds and indicated they trusted the administration and the school board to determine what would be the best use of funds. They did indicate that if the administration felt it was needed that the hiring of additional staff to combat learning loss would be an appropriate use of funds. They were provided the allocation amounts, acceptable uses of ESSER funds list and the planned uses of the funds by the school administration and school board, as well as any educational and social emotional data collected throughout the pandemic.

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 the arrival of Covid-19 we feel students have been impacted educationally through the loss of instructional time. The majority of these students are ones we have identified as students who missed a lot of school due to Covid-19 through isolation and quarantine. We feel their absences caused them to miss out on instruction, which resulted in their learning loss. Additionally, we feel some students were impacted due to the disruption the pandemic caused in their home life. Many students have had family members who have changed jobs or have had to work extra time to assist other family members. Therefore, they were unable to assist their children at home. Presently we will have around 12 staff members and approximately 67 students in the after school program. Our data indicates that approximately 28% of the Pre-K students have been affected by Covid-19 and qualify for the after school program. However, only 17% have opted to participate in the program. Last summer the elementary school summer school program included approximately 30% of the student body. We don't feel there has been an impact on any one specific subgroup.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the
Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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

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

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

b. implementing evidence-based activities to meet the comprehensive needs of students;

c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
d. tracking student attendance and improving student engagement in distance education.

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

We plan to use 23% of the funds to combat student learning loss. Since the arrival of Covid-19 we have started a summer school and after school program at both the JR/SR high school and the elementary school. Working with students in the summer before school starts helps them to regain skills that were lost during the previous year. The majority of these students are ones we have identified as students who missed a lot of school due to Covid-19 through isolation and quarantine. We feel their absences caused them to miss out on instruction, which resulted in their learning loss. By offering an after school program we are able to provide additional learning opportunities to students. Those students who have been impacted by Covid-19 are identified and are referred to the after school program. They are provided extra interventions to help them regain the skills they missed when they were away from school for isolation or quarantine. Additionally, we feel some students were impacted due to the disruption the pandemic caused in their home life. Many students have had family members who have changed jobs or have had to work extra time to assist other family members. Therefore, they were unable to assist their children at home. We also plan to purchase a few programs to be used during the summer and after school programs to help student learning, or to identify student areas of growth. During the summer and after school programs we hope to keep the teacher/aide to student ratio low. Our goals is to have not more than a 5-1 ratio. Therefore we plan to have quite a few staff members involved. The number of staff will vary depending upon the number of students participating. Presently we will have around 12 staff members and approximately 67 students in the after school program. Our data indicates that approximately 28% of the Pre-K students have been affected by Covid-19 and qualify for the after school program. However, only 17% have opted to participate in the program. Last summer the elementary school summer
school program included approximately 30% of the student body. At this time the summer school programs are operated for 10 days, with the sole intent to work on the critical skills lost. The after school program is planned to start the first full week of school and conclude the last full week before school is out. The after school program will run Monday through Thursday for one hour. Student supplies and snacks will be provided as part of this program.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

We plan to use 77% of the ESSER III funding to upgrade the HVAC system at the JR/SR High school. The current system is over 20 years old and isn't efficient and is at the end of its useful life. The current system components will be replaced with new more efficient equipment. The new system will maximize the introduction of fresh air into the building which will improve the ventilation. Additionally, the system will have UV-C lights installed which will help kill bacteria, pathogens and viruses. UV-C lights have been proven effective at killing Covid-19. The introduction of fresh air into the building in combination with the use of UV-C lights will have a significant impact on the spread of Covid-19 in the building. When combined with the other mitigation practices such as frequent hand washing, mask usage, taking outdoor breaks and cleaning and sanitizing the building daily, we feel this plan will have the greatest impact on spread of Covid-19 in the building. The CDC indicates proper ventilation plays an important role in mitigating the spread of Covid-19. We plan to hire an outside contractor to provide this service and equipment.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will continue to gather educational and social emotional data to guide our district in regards to combating learning loss, as well ensuring the mental health of the students and staff is placed as a high priority. We will continually analyze the data gained from our local testing strategies as well as the state assessments. We will also continue to administer the Kansas Communities that Care's survey, the SAEBR's survey as well as our locally developed mental health survey to monitor the mental health of our students and staff. We plan to purchase some social and emotional programs and curriculum to aid our students in the maintenance of their mental health at the highest level. We will monitor our summer and after school programs and the curriculum and intervention sources to ensure they are meeting the needs of our students. While we don't feel the pandemic has had a disproportional impact on any one specific subgroup. However, we plan to continue to monitor all subgroups as part of our normal monitoring procedures, especially with English learners.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template [https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx](https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx) to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief
Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation. By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature  | Trenton E. Horn
Date  | 11/05/2021

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>
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<td>452-001-001</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>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>622,103</td>
<td>170,000</td>
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<td>452-001-002</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Anticipated teaching supplies and snacks to be used and served during after school and summer school programs. These programs will be started to address student learning loss. It may include steam activities, completing homework, participating in credit recovery programs and receiving more individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors not listed, such as poverty. The summer school program will be offered between June 1st and August 15th. The after school programs will begin one week after the beginning of school and will conclude one week prior to the end of school. The approximate number of students participating in both after school programs is 65.</td>
<td>30,000</td>
<td>9,000</td>
<td>9,000</td>
<td>9,000</td>
<td>3,000</td>
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<td>452-001-003</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>Regular Certified Salaries</td>
<td>Salaries to pay certified staff to teach after school programs. The after school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Monday through Thursday for 35 weeks. At this time there are four certified staff members who will be assisting with the after school programs.</td>
<td>39,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>3,000</td>
<td>07-1000-110-2</td>
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<td>452-001-004</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>Regular Certified Salaries</td>
<td>Salaries to pay certified staff to teach summer school programs. The summer school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Between June 1st and August 15th. We plan to use at least four if not five certified staff members to operate the summer school programs.</td>
<td>22,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructi on</td>
<td>Regular Non-Certified Salaries</td>
<td>Salaries to pay classified staff to teach after school programs. The after school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Monday through Thursday for 35 weeks. The current plan is to include four to seven classified staff to conduct the after school programs.</td>
<td>57,377</td>
<td>17,500</td>
<td>17,500</td>
<td>17,500</td>
<td>4,877</td>
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<td>452-001-006</td>
<td>Eligible</td>
<td>Direct Allocation Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Salaries to pay classified staff to teach summer school programs. The summer school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted between June 1st and August 15th. We plan to use two to four classified staff to assist with the summer school programs.</td>
<td>$8,000</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$500</td>
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<td>Eligible</td>
<td>Direct Allocation Instruction</td>
<td>Social Security Contributions</td>
<td>Benefits to pay certified staff for wages earned during after school programs.</td>
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<td>Eligible</td>
<td>Direct Allocation Instruction</td>
<td>Social Security Contributions</td>
<td>Benefits to pay classified staff for wages earned during summer school programs.</td>
<td>$3,000</td>
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<td>Social Security Contributions</td>
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<td>$2,600</td>
<td>$850</td>
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<td>Social Security Contributions</td>
<td>Benefits to pay classified staff for wages earned during summer school programs.</td>
<td>$1,300</td>
<td>$400</td>
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<td>452-001-011</td>
<td>Eligible</td>
<td>Direct Allocation Instruction</td>
<td>Supplies-Technology Related</td>
<td>Study Island program to use for ELA and Math interventions as part of summer and after school programs. This will help address learning loss due Covid-19 by providing students with additional learning opportunities.</td>
<td>$4,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
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<tr>
<td>452-001-012</td>
<td>Eligible</td>
<td>Direct Allocation Instruction</td>
<td>Supplies-Technology Related</td>
<td>Pear Deck program for teachers to use to track student performance. It will be used to help guide teachers when helping students to recover from learning loss due to Covid-19. Teachers will be able to use the data and the program to determine individual student needs.</td>
<td>$4,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>07-1000-650-2</td>
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</table>
Applicant details

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

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

Select an Applicant Type    | Unified School District
Applicant / Entity Name     | USD463
Applicant / Mailing Address | 301 S. Seymour Udall KS 67146
Applicant / First and Last Name of Owner, CEO, or Executive Director | Dale Adams
Applicant / Email Address of Owner, CEO, or Executive Director | daleadams@usd463.org
Applicant / Phone Number    | 6207823355

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             | Udall
District Number               | 463
Mailing Address | Street Address | 303 S Seymour
Mailing I City                | Udall
Mailing Address | Zip Code       | 67146
Authorized Representative of the District | Dale Adams
Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

These funds will be used to continue to purchase the personal protection equipment such as gloves and masks as well as purchasing the necessary cleaning supplies and pay for any additional staffing to support the additional cleaning procedures as directed by our county health department and within the guidelines of the CDC. We will also use these funds to support additional teaching staff that will reduce class size and increase our ability to promote social distancing. We will also use these funds to make alterations to current space to further allow for social distancing within our facilities as in accordance with our reopening plan. We will also use these funds to add equipment that will improve the air quality and reduce the spread of virus, bacteria and other pathogens in the classrooms and offices. In addition, we will use these funds to support our medical staff in their efforts directly related to the COVID pandemic such as contact tracing, testing, promoting vaccines, and other health care. Another major aspect that we will utilize these funds is in reducing learning loss due to the pandemic and promote academic recovery following the pandemic impact from last year and increasing our social/emotional support for students and staff. It is our goal with all of these aspects, that students will be able to stay in school and we can safely operate as normal as possible in the future school terms.

Engage in Meaningful Consultation with Stakeholders

Students

We sent out a link to a google form survey to the school, via our website, and via the school’s social media. We also had an opportunity at the local home football game for guests to complete the survey. We didn’t have a measurable response from the students at this time. We are still promoting the survey.

Families

We sent out a link to a google form survey to the school, via our website, and via the school’s social media. We also had an opportunity at the local home football game for guests to complete the survey. Our outcome showed that a significant response from elementary school parents/family members with about equal response from MS and HS parents/family members. Less than 10% of responses fit neither of these categories. A bit over 2/3 of the responses were regarding the general population of students rather than a disadvantaged cohorts. The needs were ranked and the results showed that Mental Health and Social Needs held a high priority with addressing learning loss ran a close third overall.

School and District Administrators including Special Education Administration

We sent out a link to a google form survey to the school, via our website, and via the school’s social media. We also had an opportunity at the local home football game for guests to complete the survey. Of those responding, 4.3% were school administrators, principals, or school leaders. We are still promoting the survey.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions
We sent out a link to a google form survey to the school, via our website, and via the school's social media. We also had an opportunity at the local home football game for guests to complete the survey. Of those responding, 12.8% were teachers and other educators. We are still promoting the survey.

**Tribes**

We sent out a link to a google form survey to the school, via our website, and via the school's social media. We also had an opportunity at the local home football game for guests to complete the survey. As don't have a tribal presence in our area, we didn’t ask responders to identify as a tribal member.

**Civil Rights Organizations including Disability Rights Organizations**

We sent out a link to a google form survey to the school, via our website, and via the school's social media. We also had an opportunity at the local home football game for guests to complete the survey. We didn’t have a measurable response from the Civil Rights Organizations at this time. We are still promoting the survey.

**Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students**

We sent out a link to a google form survey to the school, via our website, and via the school's social media. We also had an opportunity at the local home football game for guests to complete the survey. Of those responding,4.3% were stakeholders representing the interests of children with disabilities, etc. We are still promoting the survey.

**Provide the Public the Opportunity to provide input and take such input into account.**

We sent out a link to a google form survey to the school, via our website, and via the school's social media. We also had an opportunity at the local home football game for guests to complete the survey. In addition to this, the school principals encouraged their student’s families to respond.

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 response to the question about the area of greatest need at this time is addressing Academic Learning Loss with Social/Emotional/Behavioral and Technology Equity split the majority of the rest of the responses as a top need. Almost half of responders about summer school and after-school programs felt that learning support at 48.9% was a greater need than social/emotional/behavioral (40%) or engagement activities (11.1%). And 55.6% of responders felt that after school was the best avenue and 24.4% saying summer learning was best with remainder were not likely to participate or before school works best. Interestingly there was a distinct split with regards to technology. We had about a third saying there were no challenges with technology in learning, about 20% each saying obtaining/maintaining a device was an issue and another approx 20% said connectivity issues were a problem and about 15% saying software issues were a problem. The rest of the responders were about equally split in their answers. When asked about where we should spend our funds, there were nine categories given and for the most part most felt like spending in each of the nine categories were necessary. Those nine categories are: 1) To provide before and after school enrichment programs 2) To provide summer enrichment programs 3) To support teacher and staff development to update classroom curriculum and instructional practices 4) To provide facility updates for cleaner indoor air quality 5) To support technology systems, improve infrastructure, and increase connectivity 6) To provide applications and software for individual student learning interventions and enrichment 7) To expand opportunities for students to engage with workplace, workforce, and business partners (i.e. career mentoring, apprenticeships, speakers, or other school-business partnerships.) 8) Increase staff supports such as classroom aides 9) Supports for social and emotional wellness (school social workers). Number 5 was about equally split between necessary but not high priority to spend to imperative to spend in this category. Number 6 was about equally split between necessary but not high priority to high priority to spend in this category. Number 8 was about equal between spending is necessary and spending is critical in this category. Another one that deviated from the about even split between responses was number 9 where the most response was in the necessary but not critical spending was slightly higher than spending is necessary.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—
Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Funds will be used to purchase Fast Bridge assessment and online instruction. Fast Bridge provides a universal screener three times a year providing data exactly where students may need additional instruction on skills and Kansas standards in grades k-12 reading and math. Fast Bridge online learning provides students with personalized instruction in the areas of greatest needs. Teachers can access student performance on instruction and monitor growth as well as assign more instruction as needed. The Fast Bridge toolbox provides teachers in grades k-8 access to evidence-based interventions for RTI, small group instruction, and during and after-school tutoring. Chromebooks will be purchased to ensure students have access to Fast Bridge, Google Classroom as well as other online tools being used to address academic learning loss. Software programs will be purchased to address learning loss in all subject areas for teachers to address needed standards. The district will also use funds to continue to offer an expanded summer enrichment program in future years. The district will also use funds to continue to provide high-quality professional development around evidence based strategies. Testing of all students has taken place in the spring of 2021. Summer courses will be offered to students showing the greatest academic need. After school classes will be offered in the 2021-2022, 2022-2023, and 2023-2024 school years to students demonstrating a need for additional class time. Curriculum upgrades are being purchased with ARP ESSER funds to provide differentiated instruction for all students.
Additional helps will be provided to teaching staff in the areas of Curriculum coaches, and professional development. Working with key stakeholder groups, and guided by educational priorities for our scholars, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based extended learning time programming by purchasing an evidence-based curriculum that will aid in the MTSS processes. We will look for programs that have a proven track record of raising student outcomes and successfully addressing learning loss, particularly for communities that are disproportionately affected by the pandemic. This potentially includes summer and afterschool programs. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through small-group tutoring.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Funds not used specifically for learning loss and safety will be used to a) purchase educational technology to support teacher instruction, b) student learning of academic standards, and c) provide additional supplies, tools and support to reach the goals outlined in our reopening plan.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Fast Bridge data will be monitored at each diagnostic period and analyzed to determine student growth and continued areas of concern. Data from other online programs and local sources will also be monitored and evaluated for informed instructional planning. Professional development for teachers on how to use data to drive instruction will also be ongoing both by local experts and outside professionals. A Fast Bridge component also provides a social-emotional learning assessment and will be given in the fall and spring terms to students in grades 3-12 to determine areas of strength and weakness by grade level to provide teachers with a focus on SEL skills that need addressed. Individual data for high-risk students will be given to intervention and grade levels teams to provide additional supports and instruction where needed.

Notes on ESSER III application Excel template:

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

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

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:
• How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
• How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
• How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA’s website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that it was required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes
to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Certification**

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

Electronic Signature | Cathryn Schulle
Date | 09/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Direct Allocation</th>
<th>Funding Stream</th>
<th>Function Name</th>
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<th>Description</th>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
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<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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<td>Sumer School/After School/Enrichment Food Service Salaries</td>
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<td>Sumer School/After School/Enrichment Food Service Supplies</td>
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<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional Staff to reduce class size and limit learning loss</td>
<td>$90,000</td>
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<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Payroll to cover additional support needed to cover additional cleaning, sanitation, and other services due to pandemic</td>
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<td>Other Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Air Sanitization and Purification Room Units</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - Instructio n</td>
<td>Professional Education 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 youth, including outreach and service delivery</td>
<td>MTSS/FastBridge/Sabers to improve learning loss and address needs of at-risk and disadvantage students</td>
<td>$67,549</td>
<td>$32,500</td>
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</table>

Again, with reference to the explanation in Row 6, this budget line item is to pay for the salaries of the certified staff required to implement these programs.

Because the Summer School/After School often require some kind of snack (after school) or lunch (summer school), this budget line is for the staff required to prepare the food items for each program.

Building on Row 9, this budget line item is for the food required for these after school/summer school programs.

In order to reduce class size which in turn reduces learning loss, we have hired additional staff for the classroom.

Additional staff or overtime hours have become necessary to accomplish the tasks required to implement the recommended COVID protocols and to cover for staff who are absent due to covid related quarantines.

Research has shown that air sanitation and purification units have been greatly beneficial in reducing the spread of the COVID-19 virus as well as other airborne viruses. As such, we are asking to purchase a room size unit for each of the classrooms and public areas to help further reduce the spread of this contagion. Allowable if CDC guidelines are met.

As stated earlier, learning loss and quantifiable methods of identifying and tracking student markers for addressing the needs of our at-risk and disadvantaged students is needed and we have chosen to purchase MTSS, FastBridge, and Sabers to address learning loss and address those needs mentioned earlier.
Thank you for creating a User Profile for the Kansas CommonApp!

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

**Select an Applicant Type**  |  Unified School District
---|---
**Applicant / Entity Name**  |  USD 473
**Applicant / Mailing Address**
  |  PO Box 249
  |  Chapman, KS 67431
**Applicant / First and Last Name of Owner, CEO, or Executive Director**  |  Kevin Suther
**Applicant / Email Address of Owner, CEO, or Executive Director**  |  ksuther@usd473.net
**Applicant / Phone Number**  |  785-922-6521

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

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

Application details

**Full District Name**  |  Chapman Public Schools
---|---
**District Number**  |  473
Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The school nurse is updating the public and board of education weekly on every Wednesday when it comes to the trend involving positive cases and quarantines. This also involves a weekly meeting with the Local County Health Department and all schools in Dickinson County. Our district is taking part in the KDHE testing to keep students in school with modified quarantine guidelines set by the county.

**Engage in Meaningful Consultation with Stakeholders**

**Students**

The superintendent and administrators met with the student council leadership teams of the middle school and high school to share plans for ESSER III and listen to what their needs are. All students were also included in a survey to click on priorities they thought needed to be addressed with ESSER III money from the list of approved spending ideas.

**Families**

The ESSER III survey was sent out in October of 2021 to find out priorities by community members and parents on needs. The responses included 201 individuals who stated that ranked the needs as: #1 Additional Curriculum needs for learning loss, #2 Additional Personnel support for academic needs, #3 Expanding Social Emotional support, #4 School Facility repairs or HVAC needs. This was taken further for feedback to the building site councils to discuss and get feedback in person. Follow up takes place with Site Councils in each of the 6 schools in the USD 473 school district.

**School and District Administrators including Special Education Administration**
All administrators give feedback in monthly District Level team meetings along with being part of the overall ESSER III survey. This helped to direct needs for any additional Personnel needs along with working for a year and a half with TASN on the MTSS process. This helps with the breakdown of data, needs, and curriculum choices. We work closely with our USD 305 special education cooperative with monthly superintendent meetings when it comes to ESSER III needs in our own plan along with the money going directly to the overall cooperative plan.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Last year and for the start of this year, administrators worked with all the buildings and the CEA union to agree upon changes in schedule and needs for funding to help in a global pandemic. The change to block schedule last year was agreed upon for social distancing purposes and then this year the continued effort to change the schedule to incorporate MTSS time for every building and teacher professional learning communities for collaboration weekly. These PLC's help for consistent feedback at the building teacher level along with the administrators.

Tribes

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

Civil Rights Organizations including Disability Rights Organizations

We worked closely with our local USD 305 special education cooperative to support students with disabilities to ensure our plans meet the needs of all students. This includes a monthly meeting with all superintendents, select board members and coordinators that are part of the 13 schools in the special education cooperative.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

All administrators give feedback in monthly District Level team meetings along with being part of the overall ESSER III survey. This helped to direct needs for any additional Personnel needs along with working for a year and a half with TASN on the MTSS process. TASN helped us create a breakdown of data, needs, and curriculum choices. This includes input from our newly created English Language Team, Building Level teams, and collaborative teacher professional learning communities. We work closely with our USD 305 special education cooperative with monthly superintendent meetings when it comes to ESSER III needs in our own plan along with the money going directly to the overall cooperative plan. Our counselors are in charge monitoring of our foster students and homeless. They take an active part in looking over their data from our main screener, FastBridge, which breaks down the warning signs in math, English and social emotional. The underserved with at risk is closely monitored with our MTSS/Title director. The data was shared by email to every parent to show score levels and growth in which it was then discussed at parent teacher conferences this fall in person. The data and feedback of all these groups directed our district towards learning loss in literacy, social emotional curriculum, and feeling safe in school with the air quality to reduce Covid risk. We currently do not have any migratory or incarcerated students within the district.

Provide the Public the Opportunity to provide input and take such input into account.

The ESSER III survey was sent out in October of 2021 to find out priorities by community members and parents on needs. The responses included 201 individuals who stated that ranked the needs as: #1 Additional Curriculum needs for learning loss, #2 Additional Personnel support for academic needs, #3 Expanding Social Emotional support, #4 School Facility repairs or HVAC needs. This was taken further for feedback to the building site councils to discuss and get feedback in person. Follow up takes place with Site Councils who include parents, patrons and business owners in each of the 6 schools in the USD 473 school district. This is ultimately shared with the District Level Team and then the School Board of Education.

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 USD 473 Chapman School District experienced full online remote learning as a district twice in the Fall of 2020. This occurred for two weeks in September and the last three weeks in December to finish the semester. All school districts were remote for 9 weeks in the Spring of 2020 which brought our total remote learning as a whole school to 14 weeks out of 34. Individually, our district had around 4% to 6% in each of our buildings with students who chose remote learning instead of attending with the fear of COVID.

We knew from our Spring State Assessment scores in the Spring of 2021 that Reading and Math had some learning loss. The scores show in reading at the elementary level that we had more students in the level 1 compared to the state and less in level 4. Our FastBridge data shows all the way from Tier 1 down to Tier 3 is in need of support. Working with TASN, it was determined that K-12th grade needed All classes to use classwide interventions before being able to move class by class to a walkthrough intervention help. This has to be done to not overwhelm the system and reach 80% in the regular classroom.

Our data shows that only a few upper level elementary classrooms are close to doing this in the first semester. Our district FastBridge reading data indicates that 50% of students are reading at the minimum benchmark, 80% of students reaching benchmark indicates that our core curriculum is meeting the needs of students. This is why for ESSER III money we need to focus on a new curriculum that is over 15 years old for our district to reach not only intervention students but to help ALL with our learning loss. To implement properly, the objective is to purchase Pre-K thru 5th grade in the Spring of 2022 and 6th thru 12th grade in the Spring of 2023. The area of math showed up in the middle school and high school involving the Tier 2 and 3 students. The scores show higher amounts in the Level 1 and 2 from the State Assessment showing that our MTSS interventions needed help. So the focus for ESSER III money will be directed towards curriculum at the secondary level in intervention classes with manipulatives to support the visual and hands-on learning. The curriculum need also comes into play with the continued issue of covid and quarantine students who don't have the proper access to our curriculum as an online component.

The social emotional factors only increased during this time of the pandemic and has been documented by our Kansas Communities that Care Survey and SAEBRS data. USD 473 has lacked a researched based curriculum for PreK-12th grade to make an impact daily and weekly for our students. The purpose of a class wide intervention framework is to reduce the level of risk within a classroom. This can help our students and staff on a proper way of going about addressing the issues arising.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.

L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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

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

- a. administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
- b. implementing evidence-based activities to meet the comprehensive needs of students;
- c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
- d. tracking student attendance and improving student engagement in distance education.

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The Chapman School District is looking to implement a social emotional curriculum. This would allow our staff to implement behavior interventions which is something our district has lacked in the past. This can benefit our students and staff on a proper way of handling issues that are arising due to learning loss. Based off of Spring assessments, we were able to address that there was learning loss in math and reading. It has been determined that we need class wide interventions before moving to a walkthrough intervention help. We knew from our Spring State Assessment scores in the Spring of 2021 that Reading and Math had some learning loss. The scores show in reading at the elementary level that we had more students in the level 1 compared to the state and less in level 4. Our Fastbridge data shows all the way from Tier 1 down to Tier 3 is in need of support. Working with TASN, it was determined that K-12th grade needed All classes to use classwide interventions before being able to move class by class to a walkthrough intervention help. This has to be done to not overwhelm the system and reach 80% in the regular classroom. Our data shows that only a few upper level elementary classrooms are close to doing this in the first semester. This is why for ESSER III money we need to focus on a new curriculum that is over 15 years old for our district to reach not only intervention students but to help ALL with our learning loss. To implement properly, the objective is to purchase Pre-K thru 5th grade in the Spring of 2022 and 6th thru 12th grade in the Spring of 2023. The area of math showed up in the middle school and high school involving the Tier 2 and 3 students. The scores show higher amounts in the Level 1 and 2 from the State Assessment showing that our MTSS interventions needed help. So the focus for ESSER III money will be directed towards curriculum at the secondary level in intervention classes with manipulatives to support the visual and hands-on learning. The curriculum need also comes into play with the continued issue of covid and quarantine students who don't have the proper access to our curriculum as an online component.
Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

This first round of submission revolves around learning loss with curriculum, technology to assist teachers with getting information to students in a time of social distancing because of covid, and continuing to hire support to keep technology running along with staff to allow for smaller class sizes. The second round submission for USD 473 Chapman to complete the ESSER III funds will revolve around teacher retention, HVAC plans, and secondary curriculum learning loss. We plan to get documentation together to submit by the end of second semester.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

This first application of the ESSER III Plan was developed mainly on learning loss with curriculum and tier support for students. The other priority is the technology and software assistance for issues arising because of Covid involving social distancing and online learning needed. The social emotional curriculum helps to address the mental health process needed in our buildings and effect low income students, homelessness, foster care and migratory students with more connections with peers, teachers, and counselors in a comprehensive approach. USD 473 has been able to create this list of needs with the support of our work with TASN in which we are in year two of developing and now implementing MTSS approaches. Our main rock or focus will be literacy with Social Emotional needs going hand and hand with this. We just started this year district wide Teacher Collaborative PLC teams weekly, monthly Building Level Collaborative teams, and a District Wide Collaborative team for decisions and support. The board of education has been informed in multiple monthly meetings along with a community survey plus site council input. This involves parents and community members.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template
https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx

to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

• How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;

• How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;

• How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.

2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The assurances below apply to the total amount of an LEA's ARP ESSER allocation. By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Certification

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

Electronic Signature | Kevin Suther

Date | 12/17/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<tr>
<td>473-1-001-2022-0308</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>Evidence Based Practices: Due to Covid, new computers will help online curriculum needs, airplay for demonstration to students and Vocational Classes for design. This will also create an ability to zoom in for student improvement teams with multiple schools.</td>
<td>$128,000</td>
<td>$ -</td>
<td>$128,000</td>
<td>$ -</td>
<td>$ -</td>
<td>91082</td>
<td>Contact with business office 2/16/22 indicated that 120 computers will be purchased. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
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<tr>
<td>473-1-002-2022-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Evidence Based Practices: Social distancing due to covid requires more display visually in the classroom and for remote learners to see students at home if needed.</td>
<td>$18,000</td>
<td>$ -</td>
<td>$18,000</td>
<td>$ -</td>
<td>$ -</td>
<td>91082</td>
<td>Contact with business office 2/16/22 indicated that this expense is for 100 Apple air tv. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
</tr>
<tr>
<td>473-1-003-2022-0308</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>Number Worlds Curriculum, McGraw Hill for Tier 2, Tier 3 Middle School Math Interventions. Evidence Based Practices: Response to Intervention RTI strategies Multi-Tier System of Support built into the schedule. Math Intervention Research: <a href="https://s3.amazonaws.com/ecommerce-prod.mheducation.com/units/school/program/number-worlds-2015/nw-2015-research-brochure.pdf">https://s3.amazonaws.com/ecommerce-prod.mheducation.com/units/school/program/number-worlds-2015/nw-2015-research-brochure.pdf</a></td>
<td>$5,400</td>
<td>$ -</td>
<td>$5,400</td>
<td>$ -</td>
<td>$ -</td>
<td>91054</td>
<td>Contact with business office 2/16/22 indicated that this expense is for 100 Apple air tv. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Textbooks</td>
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<tr>
<td>473-1-004-20220308</td>
<td>Staff pay for IT assistant. The assistant will concentrate on COVID related issues involving online platforms, streaming, technology repair and working with students in the vocational classes with computer science.</td>
<td>$50,000</td>
<td>-</td>
<td>$25,000</td>
<td>$25,000</td>
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<tr>
<td>473-1-005-20220308</td>
<td>Paying substitute teachers for COVID related absences</td>
<td>$5,000</td>
<td>-</td>
<td>$5,000</td>
<td>-</td>
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<td></td>
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<tr>
<td>473-1-006-20220308</td>
<td>Continue to fund our additional history teacher in middle school. Reduced class size continues to be a need in the middle school with larger numbers and the need for social distancing because of COVID.</td>
<td>$80,000</td>
<td>-</td>
<td>-</td>
<td>$40,000</td>
<td>$40,000</td>
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<tr>
<td>Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Curriculum for 6th-12th grade students involving Tier 2 &amp; 3 interventions in literacy, REWARDS. Responses to Intervention RTI strategies, Multi-Tier System of Support built into the schedule. Impact of Research with special education and lower Tier support: <a href="https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1402&amp;context=caps_thes">https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1402&amp;context=caps_thes</a></td>
<td>$4,200</td>
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<tr>
<td>Direct Allocation</td>
<td>Instruction Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK-12th grade social, emotional evidence based curriculum that can be administered by both counselors and teachers weekly. Evidence Based Practices: Positive behavior interventions, Choice between safe &amp; civil schools and/or character development. A researched based curriculum is based off of input from a district staff committee, district level administrator team and building level teacher team.</td>
<td>$20,000</td>
<td>$-</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>91056</td>
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</tbody>
</table>

Contact with the business office 2/16/22 indicated that this new reading curriculum will serve all students PK-Grade 5.
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>
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<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>USD 481</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td>414 E Goodnow</td>
</tr>
<tr>
<td></td>
<td>Po Box 98</td>
</tr>
<tr>
<td></td>
<td>White City, KS 66872</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Trish Rhodes</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:trhodes@usd481.com">trhodes@usd481.com</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
<td>785-349-2964</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Applicant / Federal EIN (if applicable)</th>
<th>48-0723267</th>
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<td>Applicant / Website Address (if applicable)</td>
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Application details

<table>
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<th>Full District Name</th>
<th>Rural Vista</th>
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<tr>
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<td>481</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<tr>
<td>Mailing City</td>
<td>White City</td>
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<td>Mailing Address</td>
<td>Zip Code</td>
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<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
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<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td>Yes</td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
</tr>
</tbody>
</table>

Please paste a direct link of your school district’s safe return plan that is posted on your website.


Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We will be cleaning and disinfecting all classrooms and common areas. Social distancing will be achieved with additional buses. Curriculum that is easily adapted between remote and in-person learning will also be achieved with the use of these funds. Technology that will be provided for remote learners if they are required to quarantine. Students and staff health will be monitored with the additional hours allotted to the health nurse. Incentive pay will be used to retain staff as they continue in the challenging environment of Covid.

Engage in Meaningful Consultation with Stakeholders

Students

Teachers and administrators have held numerous discussion groups with students to determine their thoughts on the correct methods of dealing with Covid.

Families
Parents and family members of students have expressed their thoughts and opinions to Administrators, teachers and board members on masking, vaccinations, remote learning and returning to school safely.

School and District Administrators including Special Education Administration

The administration has met numerous times with Special Ed Administration to discuss how best to work with Special Education students during Covid.

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

The Administration has had constant communication with teachers, principals, KNEA representatives, and other school staff relating to how to return to school during covid.

Tribes

The administration attempted to identify any Tribes in the district and realized that there are no tribes in our district.

Civil Rights Organizations including Disability Rights Organizations

Families of students with disabilities have had the opportunity to have input into the education of their children during the Covid crisis.

Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students

All of the listed parties are represented in USD 481 have provided input into the reopening plan dealing with covid.

Provide the Public the Opportunity to provide input and take such input into account.

The Board of Education has had numerous patrons provide input both personally and at public board meetings.

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

All students were impacted during the period of time when students were not allowed to have in person instruction. The impact was not only academic but also social emotional. The impact has been on all students in any of the above mentioned population.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery
will meet the needs of each population.

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

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

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

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

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

L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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

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

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Esser funds will be used to provide education for summer school students and afterschool programs to assist students who have shown deficiencies due to loss of in person instruction due to Covid.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

USD 481 will reserve Esser funds to provide summer school and afterschool programs for students who are in foster care or who are identified as homeless.
Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 481 ensures that all students including those students of color, low income families, English learners, children with disabilities, homelessness, foster care and migratory students will be provided with the resources necessary using Esser funds to provide additional instruction time and provide socially emotional help for all students.

Notes on ESSER III application Excel template:

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA’s application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students’ social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse
range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and

• How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.
5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.
6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of
Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Certification**

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

Electronic Signature  | Trish Rhodes
Date                 | 08/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Eligibility Review Recommendation</th>
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<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SPY 2023 ($)</th>
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**16. Other activities**

- Helps contact tracing if needed, organize all the records of students, keep track of ill students.
- We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.
- This is needed for the 2nd school in our district so they can social distance their students during activities or route.
- Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Teachers
<table>
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<tr>
<th>District</th>
<th>Allocation</th>
<th>Services</th>
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<th>Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times.</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times.</th>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>$500</td>
<td>Incentives to help maintain the operation and continued support to employ exiting staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are sick or quarantined due to Covid and to cover the personal leave loss. This will help with the time and energy they are putting into this job to help keep students healthy.</td>
<td></td>
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</table>
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name   |   USD 489 Hays

Applicant / Mailing Address  |   323 West 12th, Hays KS 67601

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

Applicant / Email Address of Owner, CEO, or Executive Director  |   chipp@usd489.com

Applicant / Phone Number  |   785.623.2400

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

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

Application details

Full District Name  |  Hays

District Number  |  489

Mailing Address | Street Address  |  323 West 12th

Mailing City  |  Hays

Mailing Address | Zip Code  |  67601

Authorized Representative of the District | Name  | Chris Hipp

Authorized Representative of the District | Position or Title  | Assistant Superintendent
Authorized Representative of the District | chipp@usd489.com
Authorized Representative of the District | +17856232400
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address: rwilson@usd489.com
Other District Representative 2 | Email Address: sdinkel@usd489.com

Please paste a direct link of your school district's safe return plan that is posted on your website.


Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Nursing staff and community outreach staff were added to conduct testing, contact tracing, mitigation compliance and community messaging throughout the district. These staff also work directly with the Ellis County health department and Hay Med to facilitate the Ellis County School Covid Advisory Council which includes USD 489 as well as all other public and private schools in Ellis county. This council meets on a weekly basis to review current case numbers as well discuss appropriate mitigation strategies.

Engage in Meaningful Consultation with Stakeholders

Students

Meetings between building administration and student organizations such as STUCO are conducted to obtain student input toward needs. One example, student input was provided for such events as homecoming to insure student buy in regarding mitigation strategies.

Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) address social emotional needs of students

Families

Building Site Councils and District Site Council have been utilized to disseminate information and receive feedback on ESSER planned expenses. Each Site Council includes a diverse representation of families which may include multiple grade levels, specific student populations including at-risk, SpEd, and ELL. Each building Site Council meets a minimum of twice per year.

Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) improve air quality and circulation in the areas that are least able to social distance, 4) address social emotional needs of students

School and District Administrators including Special Education Administration

Ongoing conversation with all administration providing input. This is a standing agenda item on monthly District Leadership Teams (DLT) meetings. DLT consists of central office administration, directors, special education administration and building administration.

Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) improve air quality and circulation in the areas that are least able to social distance, 4) address social emotional needs of students

Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions

Ongoing conversation with administration and educational staff. This is a standing agenda item on monthly Building Leadership Teams (BLT) meetings. BLT consists of building administration and educational staff including special education, classroom teachers and support staff. Additionally meetings with labor management, HNEA and PLC meetings dedicated time each month to ESSER and COVID response.
Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) improve air quality and circulation in the areas that are least able to social distance, 4) address social emotional needs of students

**Tribes**

No formally recognized tribal representation within USD 489 boundaries.

**Civil Rights Organizations including Disability Rights Organizations**

Parents of children with disabilities are given the opportunity to participate via Site Council as well as public forum at each board of education meeting and board work session.

Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) improve air quality and circulation in the areas that are least able to social distance, 4) address social emotional needs of students

**Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students**

Stakeholders from each of these groups are given the opportunity to participate via Site Council as well as public forum at each board of education meeting and board work session.

Feedback supported the use of ESSER funds to:
1) address learning loss, 2) safely keep schools open through contact tracing and mitigation, 3) improve air quality and circulation in the areas that are least able to social distance, 4) address social emotional needs of students

**Provide the Public the Opportunity to provide input and take such input into account.**

All members of the public are provided an opportunity to offer input during public forum at each board of education meeting and board work session.

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.

Anecdotal evidence suggest all of the nearly 3,000 students enrolled at USD 489 were impacted with no significant difference across special populations.

Data from 2021 Kansas State Assessment learning loss occurred at a greater degree in math than reading but losses were seen in both areas. Approximately 1,550 students were tested in grades 3-8, 10, and 11.

Teacher observation data suggests that, of the 240 Kindergarten students in the 20/21 school year, those that did not receive PreK services were impacted more than students that did receive PreK services.

Data from the Kansas Communities that Care survey shows an increase in Anxious-Conflictual Climate among students grade 6-12. Approximately 850 students participated in this survey representing approximately 1,660 students in grades 6-12.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
  b. implementing evidence-based activities to meet the comprehensive needs of students;
  c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
d. tracking student attendance and improving student engagement in distance education.
O. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
P. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
R. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational funding.

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The addition of Kindergarten teacher and 1st grade aids is used to reduce class size to allow for social distancing but more importantly to address the impact on younger students by providing a more effective student to teacher ratio.

The addition of At-Risk staff focused on remediation of skills and credit recovery/retrieval for students at risk of dropping out due to learning loss. This intervention will also insure students remain on track to graduate.

Summer school will be provided to targeted students. Services will provide both remediation as well as extended learning opportunity in the areas of reading and math for students K-12.

To systematically address learning loss, the district is implementing a multi-tiered system of supports in the areas of academic and behavior to address the needs of all students. This includes a comprehensive approach to curriculum, instruction and assessment. The addition of a Instructional support staff/coach will facilitate implementation, build capacity, and monitor progress of this system. To improve tier one literacy instruction and overcome learning loss of all students due to COVID teachers will gain professional learning in the area of literacy using LETRS.

After School targeted instruction will be provided to students. This will focus on explicit instruction to provide remediation and skill building to address learning loss due to COVID.

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

| HVAC replacement for Hays High School to provide improved air quality and reduce the spread of disease. |

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
We will monitor the following data including date specific to student subgroups:
Kansas State Assessment, Course Grades, Graduation Rate, Post Secondary Effectiveness, Teacher observation data, Kansas Communities that Care survey, MTSS screening and progress monitoring for both academic and behavior, Ages and Stages surveys.

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

Please download and complete the ESSER III application template
https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx
to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:
- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA's ARP ESSER allocation.

By the LEA's drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

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 | 12/15/2021
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>Regular Certified Salaries</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 ($)</th>
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<th>Notes</th>
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<tr>
<td>489-1-001-2022-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>1 Additional KG Teacher to reduce class size and teacher ratio to address learning loss in PK children and 1 HS Credit Recovery Intervention Teacher to address learning loss and dropout prevention with 9-12 students</td>
<td>$ 235,000</td>
<td>-</td>
<td>-</td>
<td>$ 115,000</td>
<td>$ 120,000</td>
<td>07 E1000 110 0700 702</td>
<td>Per Applicant: &quot;The addition of Kindergarten teacher and 1st grade aids is used to reduce class size to allow for social distancing but more importantly to address the impact on younger students by providing a more effective student to teacher ratio. The addition of At-Risk staff focused on remediation of skills and credit recovery/retrieval for students at risk of dropping out due to learning loss. This intervention will also insure students remain on track to graduate. * KG Salary: $41,500 + benefits; Credit Recovery: $52,549 + benefits. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.&quot;</td>
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<tr>
<td>489-1-002-2022-0308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$ 195,000</td>
<td>-</td>
<td>-</td>
<td>$ 95,000</td>
<td>$ 100,000</td>
<td>07 E1001 120 0700 702</td>
<td>Per Applicant: &quot;The addition of Kindergarten teacher and 1st grade aids is used to reduce class size to allow for social distancing but more importantly to address the impact on younger students by providing a more effective student to teacher ratio.&quot; Salary: $13,500 + benefits each</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>After school Extended Learning Opportunity and Remediation for targeted students provided by two instructional staff at each building for 1 hour 4 nights</td>
<td>$ 87,500</td>
<td>$ -</td>
<td>$ 17,500</td>
<td>$ 35,000</td>
<td>$ 35,000</td>
<td>07E 1005 110 0700 702</td>
<td>Per Applicant: “After School targeted instruction will be provided to students. This will focus on explicit instruction to provide remediation and skill building to address learning loss due to COVID.”</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Instructional Staff to provide Summer School Extended Learning and Remediation to targeted students K-12. Programs will run June 2022 (Paid in July 2022), June 2023 (Paid in July 2023) and June 2024 (Encumbered June 2024, Paid July 2024).</td>
<td>$ 180,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 60,000</td>
<td>$ 120,000</td>
<td>07E 1006 110 0700 702</td>
<td>Per Applicant: “Summer school will be provided to targeted students. Services will provide both remediation as well as extended learning opportunity in the areas of reading and math for students K-12.”</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Nursing Services</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Additional School Nurse to coordinate and lead COVID response, mitigation, consultation with county health and conduct contact tracing.</td>
<td>$ 122,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 60,000</td>
<td>$ 62,000</td>
<td>07E 2134 110 0700 702</td>
<td>Per Applicant: “Nursing staff and community outreach staff were added to conduct testing, contact tracing, mitigation compliance and community messaging throughout the district. These staff also work directly with the Ellis County health department and Hay Med to facilitate the Ellis County School Covid Advisory Council which includes USD 489 as well as all other public and private schools in Ellis county. This council meets on a weekly basis to review current case numbers as well discuss appropriate mitigation strategies.”</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instructional Coaches</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Instructional Coach/MTSS Coordinator to provide training and support to teaching staff and implement systematic best practice instruction and remediation for students in need of tier two and three interventions as a result of learning loss</td>
<td>$150,000</td>
<td>$74,000</td>
<td>$76,000</td>
<td>07 E 2200 110 0700 702</td>
<td>Per Applicant: &quot;The addition of an Instructional support staff/coach will facilitate implementation, build capacity, and monitor progress of this system. To improve tier one literacy instruction and overcome learning loss of all students due to COVID teachers will gain professional learning in the area of literacy using LETRS.&quot;</td>
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</table>
| Eligible Direct Allocation | Support Services - Instructional Coaches | Regular Non-Certified Salaries | 6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease | Community Outreach Specialist to support ongoing development, education and communication of ongoing covid mitigation strategies | $82,000 | $40,000 | $42,000 | 07 E 2201 120 0700 702 | Per Applicant: "Attached is the job description we put together when posting for the position. It is a somewhat generic but we didn't want to miss out on candidates by making it to heavily laden with the word COVID in the posting. The day to day work is truly helping foster community engagement to help parents and students reconnect with their school and other community resources. Below is the US Dept of Ed guidance we were working from when we're putting together the plan. From the U.S. Department of Education: Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, Washington, DC, 2021... Using community partnerships to support reengagement - As students return to in-person instruction following the COVID-19 pandemic, community partnerships can allow districts to expand learning beyond the classroom and reengage students' learning. A study found that schools with strong ties to families and communities were four times more likely to make significant gains in reading and math. Students – and educators – benefit when families are engaged in their schools. For families and schools to form this essential partnership, schools should communicate goals and information with families and welcome, and be responsive to, their feedback. To be most effective in support of student success, communication should go in both directions – schools should share information with families, and families should be encouraged to share feedback with schools."
| Eligible Direct Allocation | Improvement of Instruction Services | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Certified Staff training in LETRS to provide structured approach to teaching and remediation to address learning loss in the area of Reading | $135,000 | $135,000 | | 07 E 2215 110 0700 702 | Per Applicant: "To improve tier one literacy instruction and overcome learning loss of all students due to COVID teachers will gain professional learning in the area of literacy using LETRS."
<table>
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<tr>
<th>Eligible Direct Allocation</th>
<th>Building Improvements</th>
<th>Construction Services (Outside Contractors)</th>
<th>Eligible Direct Allocation</th>
<th>Building Improvements</th>
<th>Construction Services (Outside Contractors)</th>
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<td>489-1-009-2022 0308</td>
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<td>07 E 4700 450 0000 702</td>
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<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
<td>4500000702</td>
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<td>Replace HVAC system in HHS to increase air exchange, filtration and circulation and reduce the risk of transmission in a building that does not have adequate space for social distancing.</td>
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<td>$ 2,490,203</td>
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<td>$ 2,490,203</td>
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</tbody>
</table>

Per Applicant: “HVAC replacement for Hays High School to provide improved air quality and reduce the spread of disease.” Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
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 497

Applicant / Mailing Address
110 McDonald Drive

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  kjohnson@usd497.org

Applicant / Phone Number  |  7853302376

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 497 Lawrence

District Number  |  497
| Mailing Address | Street Address | 110 McDonald Drive |
| Mailing | City | Lawrence |
| Mailing Address | Zip Code | 66044 |
| Authorized Representative of the District | Name | Katharine S. Johnson |
| Authorized Representative of the District | Position or Title | Board Treasurer/Executive Director Finance |
| Authorized Representative of the District | Email Address | kjohnson@usd497.org |
| Authorized Representative of the District | Phone Number | +17853302376 |

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

Other District Representative 1 | Email Address | Kevin.Etzel@usd497.org |

Other District Representative 2 | Email Address | Kevin.Etzel@usd497.org |

Please paste a direct link of your school district’s safe return plan that is posted on your website. | [https://www.usd497.org/covid19](https://www.usd497.org/covid19) |

Describe to the extent which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The district continues to follow CDC guidance on reopening schools, using ESSER III funds to support smaller class sizes, continued use of PPE and sanitization of all areas is a high priority. An air quality study was done for all district buildings and a plan developed for improvements in this area to be done with ESSER III funding.

**Engage in Meaningful Consultation with Stakeholders**

**Students**

The district invited secondary students to participate in a ThoughtExchange to provide their thoughts and rate others to identify student priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 393 or 17% were students. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

In addition, the district regularly invites student feedback through school culture and climate surveys, public forums, the Superintendent’s Student Advisory Council, school student organizations, K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

**Families**

The district invited all parents and guardians to participate in a ThoughtExchange to provide their thoughts and rate others to identify parent/guardians’ priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.


In addition, the district regularly invites parent/guardian feedback through school culture and climate surveys, public forums, school parent organizations, site councils, and school and district parent advisory committees; K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

**School and District Administrators including Special Education Administration**

The district invited all school and district administrators to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 16 or 1% were school or district administrators. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.


In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. School and district administrators serve on the district’s Budget and Program Evaluation Committee.

The district regularly invites school and district administrator feedback through surveys, public forums, administrative meetings, district advisory committees; and one-to-one meeting with the superintendent.

**Teachers, Principals, School Leaders, other Educators, School Staff, and their Unions**

The district invited all teachers and staff, including members of the Lawrence Education Association (certified staff union) and Personnel Association of Lawrence (classified staff union) to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities.

The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?
Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 14% or 331 were certified staff and 7% or 169 were classified staff. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.


In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. Certified and classified staff representatives serve on the district’s Budget and Program Evaluation Committee.

The district regularly invites staff feedback through school culture and climate surveys, public forums, district advisory committees, contract negotiations with the certified and classified staff unions, one-on-one meetings with certified and classified union presidents, K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

**Tribes**

There are no federally recognized tribes located in Lawrence USD 497. As part of its outreach for input, the district shared a link to an online ThoughtExchange with its Native American Student Services Parent Advisory Committee and with the leadership of Haskell Indian Nations University.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?”

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% at classified staff, 1% as school or district administration, and 1% as community members. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.


In addition, the district regularly invites feedback from members of the Native American community through school culture and climate surveys, public forums, the Native American Student Services Parent Advisory Committee and other district advisory committees, K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

**Civil Rights Organizations including Disability Rights Organizations**

As part of its outreach for input, the district shared a link to an online ThoughtExchange with members of the Lawrence Special Education Advisory Council and the leadership of the Lawrence Branch of the NAACP.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?”

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% at classified staff, 1% as school or district administration, and 1% as community members. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

In addition, the district regularly invites feedback from members of disability and civil rights organizations through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

**Stakeholders representing the interests of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students**

As part of its outreach for input, the district shared a link to an online ThoughtExchange with all parents and guardians, all staff, secondary students, and the public. The district translated this communication into Arabic, Spanish, Korean, and Chinese.

The district’s outreach included members of the Lawrence Special Education Advisory Council, Equity Advisory Council, Parents of Color, Native American Student Services Parent Advisory Committee, and parents and guardians of students identified as homeless, in foster care, migratory, incarcerated, and underserved.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: “In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents’ Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.


In addition, the district regularly invites feedback from stakeholders representing underserved groups through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight’s Let’s Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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...
USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE in 2020-2021 and the students have not returned to the school district in 2021-2022.

Please review the following allowable uses of ESSER III funds before completing the narrative and Excel template portion of the application. USES OF FUNDS.—A local educational agency that receives funds under this section—

A. Any activity authorized by the Elementary and Secondary Education Act of 1965.
B. Any activity authorized by the Individuals with Disabilities Education Act.
C. Any activity authorized by the Adult 6 Education and Family Literacy Act.
E. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
F. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
G. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
H. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
I. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
J. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
K. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
L. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
M. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
N. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
   a. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
   b. implementing evidence-based activities to meet the comprehensive needs of students;
c. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

d. tracking student attendance and improving student engagement in distance education.

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

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

Q. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Data is made easily assessible to teachers in order to provide those direct supports and personalized learning opportunities, each student needs; Smaller class sizes; summer school and extended learning at all levels; After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities; Academic Interventionists providing supports to both teachers and students; Social and Emotional Student Support facilitators; Retention Incentive Plan for staff, in order to maintain qualified staff. Research shows that retention of staff plays an important role in student success;

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining funds will be used to address air quality and filtration through out the districts school sites. A study was done and systems were evaluated, and a plan developed for making the necessary improvements to ensure the buildings are providing a safe and clean environment for students and staff.

Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district is using various pre/post assessments, district common assessments, AimsWebPlus and grades, for social and emotional learning, discipline data, Student Risk Screening Sale - internalizing and externalizing (SRSS-IE) and attendance. Staff continually look at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status to ensure the interventions being implemented are making a difference and if they are not, there is collaboration and alternate interventions implemented.

Notes on ESSER III application Excel template:

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

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

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

Please download and complete the ESSER III application template https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-ApplicationTemplate.xlsx to provide details on ESSER III budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In accepting the funds made available under this GAN, the Local Education Agency (LEA) assures that the LEA will submit a plan which will be required as part of the LEA's application for its ARP ESSER allocation that contains such information as the Kansas Department of Education (KSDE) may reasonably require, including on matters such as:

- How the local educational agency (LEA) will support safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the LEA will use the funds that it must reserve for evidence-based activities to address learning loss, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the LEA will build capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the LEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The assurances below apply to the total amount of an LEA's ARP ESSER allocation. By the LEA's drawdown of funds under this GAN, the authorized LEA official assures the following:

1. The LEAs shall use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
2. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
3. The LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. The LEA assures that either: (a) within 30 days of receipt of the funds, it will develop and make publicly available on the LEA’s website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) it developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP. The LEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

5. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as KSDE may reasonably require.

6. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will ensure that it will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) KSDE; or (ii) any federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

The assurances below apply to the total amount of an LEA’s ARP ESSER allocation.

By the LEA’s drawdown of funds under this GAN, the LEA assures or certifies the following with respect to ARP ESSER Fund awards:

1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the LEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the LEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

3. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

4. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

5. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99;
the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Certification**

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

Electronic Signature | Katharine S. Johnson
Date | 12/22/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
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<td>Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The retention incentive plan would require an employee to be continuously employed for a stretch of time (see below) to receive the payment. Employed On:Still Employed On:Individual Receives:Payment Date: 10/04/202102/21/2022 05/26/202210/03/2022 10/03/202220/2023 02/20/202305/25/2023$500.00 06/17/2022 10/21/2022 03/10/2023</td>
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<td>497-1-002-2022-0308</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
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<td>$881</td>
<td>$1,322</td>
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<td>KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.</td>
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<td>Regular Non-Certified Salaries</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
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<td>6122FS 0000</td>
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<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Food Services Operations</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Eligible Direct Allocation Support Services Instruction</td>
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<td>$ -</td>
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<td>$53,556</td>
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<td>Social Security Contributions</td>
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<td>Eligible Direct Allocation</td>
<td>Operatio n &amp; Mainten ance of Plant</td>
<td>Regular &amp; Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$</td>
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<td>See Row 1.</td>
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<td>497-1-023-2022 0308</td>
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<td>Operatio n &amp; Mainten ance 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>
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<td>Operatio n &amp; Mainten ance 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>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
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<td>$6,784</td>
<td>$10,176</td>
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<td>Support Services - School Administr ation</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$89,260</td>
<td>$ -</td>
<td>$35,704</td>
<td>$53,556</td>
<td>$ -</td>
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<td>497-1-026-2022 0308</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administr ation</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$89,260</td>
<td>$ -</td>
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<td>$53,556</td>
<td>$ -</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - School Administr ation</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$89,260</td>
<td>$ -</td>
<td>$35,704</td>
<td>$53,556</td>
<td>$ -</td>
<td>6122SA 0000</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$143,968</td>
<td>$57,587</td>
<td>$86,381</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$17,842</td>
<td>$7,137</td>
<td>$10,705</td>
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<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>
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<td>Eligible Direct Allocation</td>
<td>Support Services (Student)</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$299,452</td>
<td>$119,781</td>
<td>$179,671</td>
<td>$6122SS0000</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services (Student s)</td>
<td>Regular Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
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<td>$-</td>
<td>$38,007</td>
<td>$57,011</td>
<td>$-</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Student s)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
<td>$30,180</td>
<td>$-</td>
<td>$12,072</td>
<td>$18,108</td>
<td>$-</td>
<td>6122550000</td>
<td>Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Student s)</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023</td>
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<td>$938</td>
<td>$1,406</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.</td>
<td>$86,963</td>
<td>$-</td>
<td>$86,963</td>
<td>$-</td>
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<td>6122IN7000</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Social Security Contributions12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.</td>
<td>$6,654</td>
<td>$-</td>
<td>$-</td>
<td>$6,654</td>
<td>$-</td>
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<td>6122IN 7000</td>
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<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Other Employee Benefits12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.</td>
<td>$2,097</td>
<td>$-</td>
<td>$-</td>
<td>$2,097</td>
<td>$-</td>
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<td>6122IN 7000</td>
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</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health Benefits</td>
<td>Health Benefits12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.</td>
<td>$12,339</td>
<td>$-</td>
<td>$-</td>
<td>$12,339</td>
<td>$-</td>
<td>$-</td>
<td>6122IN 7000</td>
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<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Regular Certified Salaries12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak</td>
<td>$324,406</td>
<td>$-</td>
<td>$-</td>
<td>$324,406</td>
<td>$-</td>
<td>$-</td>
<td>6122IN 7000</td>
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</table>

Per narrative, The District's proposed use of funds will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Smaller class sizes.
<p>| Eligible Direct Allocation | Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak | $ | - | $ | - | $ | - | $ | - | 6122IN 7000 |
|---------------------------|-------------|--------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| $24,790                   | 039-2022    |                                |                                                                                                          |                                                                                                                                  | 24,790 | - | 24,790 | - | - | - | 6122IN 7000 |
| $7,345                    | 040-2022    |                                |                                                                                                          | Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak | 7,345 | - | 7,345 | - | - | - | 6122IN 7000 |
| $42,306                   | 041-2022    |                                | Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak |                                                                                                                                  | 42,306 | - | 42,306 | - | - | - | 6122IN 7000 |
| $324,324                  | 042-2022    |                                | Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building |                                                                                                                                  | 324,324 | - | 324,324 | - | - | - | 6122IN 7000 |</p>
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Professional - Education Services</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>6122IN0000</th>
</tr>
</thead>
<tbody>
<tr>
<td>497-1043-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional - Education Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building</td>
<td>$99,792</td>
<td>$-</td>
<td>$99,792</td>
<td>$-</td>
</tr>
<tr>
<td>497-1044-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional - Education Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building</td>
<td>$49,896</td>
<td>$-</td>
<td>$49,896</td>
<td>$-</td>
</tr>
<tr>
<td>497-1045-20220308</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional - Education Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building</td>
<td>$24,948</td>
<td>$-</td>
<td>$24,948</td>
<td>$-</td>
</tr>
<tr>
<td>497-1046-20220308</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>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$685,100</td>
<td>$-</td>
<td>$685,100</td>
<td>$-</td>
</tr>
</tbody>
</table>

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. Per narrative regarding evidence based intervention use of reserve funds, Academic Interventionists providing supports to both teachers and students. Per applicant, Correct, these certified positions are the Academic Interventionists who are assigned for math and reading instruction based on specific student data and student remedial needs.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</th>
<th>$ 52,416</th>
<th>$ -</th>
<th>$ 52,416</th>
<th>$ -</th>
<th>$ -</th>
<th>6122IN 1570</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$ 15,821</td>
<td>$ -</td>
<td>$ 15,821</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN 1570</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Health Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$ 91,663</td>
<td>$ -</td>
<td>$ 91,663</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN 1570</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$ 210,800</td>
<td>$ -</td>
<td>$ 210,800</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN 1571</td>
</tr>
</tbody>
</table>

See Row 46.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</th>
<th>$16,128</th>
<th>$ -</th>
<th>$16,128</th>
<th>$ -</th>
<th>$ -</th>
<th>6122IN 1571</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Other Employee Benefits</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</th>
<th>$4,868</th>
<th>$ -</th>
<th>$4,868</th>
<th>$ -</th>
<th>$ -</th>
<th>6122IN 1571</th>
</tr>
</thead>
</table>

<p>| Eligible | Direct Allocation | Instruction | Health Benefits | 12. Addressing learning loss among students, including vulnerable populations | Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs. | $28,204 | $ - | $28,204 | $ - | $ - | 6122IN 1571 |</p>
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</th>
<th>$ 158,100</th>
<th>$ -</th>
<th>$ 158,100</th>
<th>$ -</th>
<th>$ -</th>
<th>6122IN 1572</th>
<th>See Row 46.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$ 12,096</td>
<td>$ -</td>
<td>$ 12,096</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN 1572</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Employee Benefits</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$ 3,651</td>
<td>$ -</td>
<td>$ 3,651</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN 1572</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$21,153</td>
<td>$ -</td>
<td>$21,153</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN1572</td>
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</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>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$52,700</td>
<td>$ -</td>
<td>$52,700</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN0035</td>
<td>See Row 46.</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>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
<td>$4,032</td>
<td>$ -</td>
<td>$4,032</td>
<td>$ -</td>
<td>$ -</td>
<td>6122IN0035</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</td>
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<td>$ 1,217</td>
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<td>$ - $ 1,217</td>
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<td>$ 6122IN 0035</td>
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<td></td>
<td></td>
<td>$ - $ - $ 6122IN 0035</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 7,051</td>
</tr>
<tr>
<td></td>
<td>$ - $ 7,051</td>
</tr>
<tr>
<td></td>
<td>$ - $ -</td>
</tr>
<tr>
<td></td>
<td>$ 6122IN 0035</td>
</tr>
<tr>
<td></td>
<td>$ - $ - $ 6122IN 0035</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 158,100</td>
</tr>
<tr>
<td></td>
<td>$ - $ 158,100</td>
</tr>
<tr>
<td></td>
<td>$ - $ -</td>
</tr>
<tr>
<td></td>
<td>$ 6122SS 1300</td>
</tr>
<tr>
<td></td>
<td>$ - $ - $ 6122SS 1300</td>
</tr>
</tbody>
</table>

Per narrative, The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Social and Emotional Student Support facilitators.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Support Services (Student s)</th>
<th>Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</th>
<th>$12,096</th>
<th>$ -</th>
<th>$12,096</th>
<th>$ -</th>
<th>$ -</th>
<th>$6122SS 1300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Student s)</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</td>
<td>$3,651</td>
<td>$ -</td>
<td>$3,651</td>
<td>$ -</td>
<td>$ -</td>
<td>$6122SS 1300</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Health Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</td>
<td>$ 21,153</td>
<td>$ -</td>
<td>$ 21,153</td>
<td>$ -</td>
<td>$ -</td>
<td>61225S 1300</td>
</tr>
</tbody>
</table>

| Direct Allocation | Support Services | Instructi | 12. Addressing learning loss among students, including vulnerable populations | Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers. | $ 158,100 | $ - | $ 158,100 | $ - | $ - | 61225S 1300 |

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, Social and Emotional Student Support facilitators. Per applicant, Through collaboration with instructional teachers these staff members will support identified students that are at risk due to social and emotional factors leading to and resulting in learning loss. They will develop strategies with the instructional teachers to best address these students that are at risk. In addition, they will support instructional teachers that are struggling with their own social and emotional concerns by providing coping strategies that can be used by the teacher in the classroom.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Eligible Direct Allocation</th>
<th>Eligible Direct Allocation</th>
<th>Eligible Direct Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>497-1-067-20220308</td>
<td>497-1-068-20220308</td>
<td>497-1-069-20220308</td>
<td>497-1-069-20220308</td>
</tr>
<tr>
<td>Support Services - Instructi on</td>
<td>Support Services - Instructi on</td>
<td>Support Services - Instructi on</td>
<td>Support Services - Instructi on</td>
</tr>
<tr>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Health Benefits</td>
<td>Health Benefits</td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
</tr>
<tr>
<td>Provide certified staff to support teachers’ awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
<td>Provide certified staff to support teachers’ awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
<td>Provide certified staff to support teachers’ awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
<td>Provide certified staff to support teachers’ awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
</tr>
<tr>
<td>$12,096</td>
<td>$3,651</td>
<td>$21,153</td>
<td>$21,153</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$12,096</td>
<td>$3,651</td>
<td>$21,153</td>
<td>$21,153</td>
</tr>
<tr>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>$12,096</td>
<td>$3,651</td>
<td>$21,153</td>
<td>$21,153</td>
</tr>
<tr>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>Engineer Services</td>
<td>Engineering services to upgrade controls for HVAC systems</td>
<td>$206,800</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>See Row 64. Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operatio n &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>Replacement of current HVAC systems in buildings identified in HVAC evaluation</td>
<td>$3,889,300</td>
</tr>
<tr>
<td>See Row 64. Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructonal Staff Training Services</td>
<td>Regular Certified Salaries</td>
</tr>
<tr>
<td>----------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructonal Staff Training Services</td>
<td>Social Security Contributions</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructonal Staff Training Services</td>
<td>Other Employee Benefits</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructonal Staff Training Services</td>
<td>Regular Certified Salaries</td>
</tr>
</tbody>
</table>

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic.

Per applicant, We have struggled to meet staffing demand for substitutes and classified positions in response to the COVID-19 pandemic. It is understood that one of the main challenges for retaining high quality staff is finding affordable high quality early childhood care. High-quality early childhood care is an evidence based best practice and providing these opportunities for our students and families will help ensure that our youngest learners will have opportunities that prepare them for kindergarten. Plan would involve three early childhood teachers, three early childhood aides, and would have 45 openings for early childhood-aged students from our classified staff. Anticipated hours are to be all day to be flexible to schedules that classified staff may have.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instructi on</th>
<th>Regular Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment</th>
<th>$ 184,815</th>
<th>$ -</th>
<th>$ 61,605</th>
<th>$ 61,605</th>
<th>$ 61,605</th>
<th>6122N 4000</th>
<th>See Row 84.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi on</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment</td>
<td>$ 50,427</td>
<td>$ -</td>
<td>$ 16,809</td>
<td>$ 16,809</td>
<td>$ 16,809</td>
<td>6122N 4000</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi on</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment</td>
<td>$ 18,540</td>
<td>$ -</td>
<td>$ 6,180</td>
<td>$ 6,180</td>
<td>$ 6,180</td>
<td>6122N 4000</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi on</td>
<td>Health Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment</td>
<td>$ 126,918</td>
<td>$ -</td>
<td>$ 42,306</td>
<td>$ 42,306</td>
<td>$ 42,306</td>
<td>6122N 4000</td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Supplies for new childcare service for classified staff families</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
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<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td></td>
<td></td>
<td>$10,000</td>
<td>-</td>
<td>3,333</td>
<td>3,333</td>
<td>6122IN4000 See Row 70.</td>
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| Eligible Direct Allocation Instruction | Equipment for new childcare service for classified staff families | | $45,000 | - | 15,000 | 15,000 | 6122IN4000 See Row 70. |
|---------------------------------------|---------------------------------------------------------------|| | | | | |
| 12. Addressing learning loss among students, including vulnerable populations | | | $45,000 | - | 15,000 | 15,000 | 6122IN4000 See Row 70. |

| Eligible Direct Allocation Instruction | Furniture for new childcare service for classified staff families | | $45,000 | - | 15,000 | 15,000 | 6122IN4000 See Row 70. |
|---------------------------------------|---------------------------------------------------------------|| | | | | |
| 12. Addressing learning loss among students, including vulnerable populations | | | $45,000 | - | 15,000 | 15,000 | 6122IN4000 See Row 70. |

<p>| Eligible Direct Allocation Instruction | Provide internet/communications services to students in need | | $51,750 | - | 17,250 | 17,250 | 6122IT000 Per applicant, Hotspots are provided to students who do not have internet in the home. COVID impacted many families' incomes and bills considered unessential (i.e., internet) were cut; some families have lost housing and hotels/shelters do not provide internet access. Hotspot plans are only for the months that school is in session. |
|---------------------------------------|---------------------------------------------------------------|| | | | | |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Administrative Technology Services</th>
<th>Software Services</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>SIS add-on to help teachers and administrators identify at risk students and assist in planning for future enrollments</th>
<th>$ 192,000</th>
<th>$ -</th>
<th>$ 64,000</th>
<th>$ 64,000</th>
<th>$ 64,000</th>
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<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional learning opportunities - tutoring, after school supports/programs</td>
<td>$ 579,999</td>
<td>$ 193,333</td>
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<td>Instruction Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional learning opportunities - tutoring, after school supports/programs</td>
<td>$ 44,340</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructi on</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional learning opportunities - tutoring, after school supports/programs</td>
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| 6122IN4400 |