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March 4th Task Force Meeting Pre-Read Materials

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.

MINUTES



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.

Motion
(00:03:57)

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.

Motion
(00:04:54)

ESSER II: Change Application Status Update – Doug Boline

(00:05:58)

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

(00:06:42)

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 \(ksde.org\)](http://ksde.org).

ESSER III: Summary & Discussion of Request Deemed Eligible by KSDE – Doug Boline

(00:13:10)

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

Motion
(00:31:07)

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

Motion
(00:43:06)

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.

(00:47:34)



Commissioner's K-12 Relief Funds Task Force


Task Force Meeting
March 4th, 2022

Kansas leads the world in the success of each student.

Agenda for March 4th, 2022 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:10pm	ESSER II: Change Application Status Update
3:10 to 3:15pm	ESSER III: Application Status Update
3:15 to 3:30pm	ESSER III: Summary & Discussion of Request Deemed Eligible by KSDE
3:30 to 3:35pm	ESSER III: Discussion of Requests Deemed Ineligible by KSDE
3:35 to 3:40pm	Vote to Recommend Application and Change Slate to KSBOE



ESSER II: Change Application Status Update



ESSER II 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 students¹
- 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



States 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

\$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

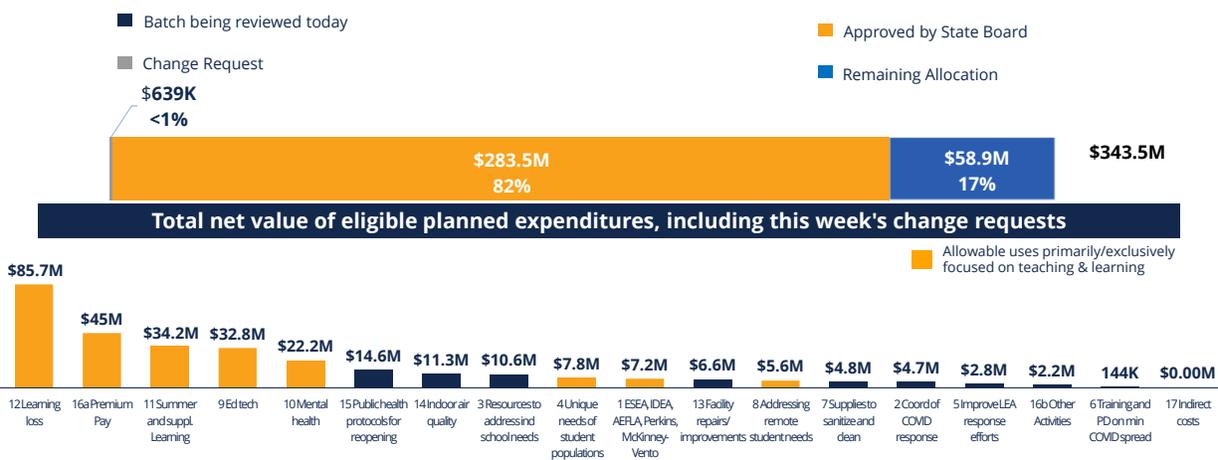


ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
418	McPherson	\$1,070,195	\$431,487	\$1,070,195	\$638,708	Premium Pay, Staff Salaries
Total		\$1,070,195	\$431,487	\$1,070,195	\$638,708	



ESSER II Change Request Summary Allowable Use





Any questions or comments on change requests shared in the pre-read?



ESSER III: Summary & Discussion of Requests Deemed Eligible by KSDE



ESSER III status update

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



ESSER III status update

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 students¹



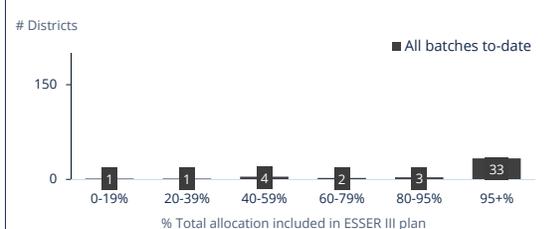
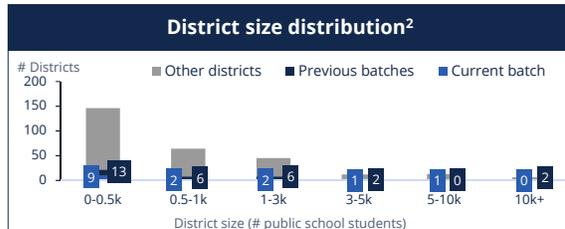
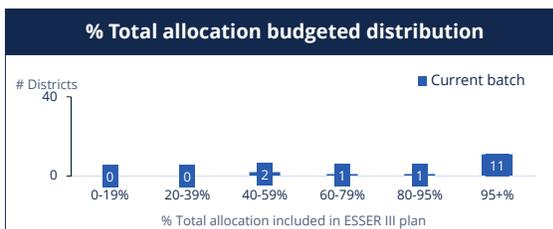
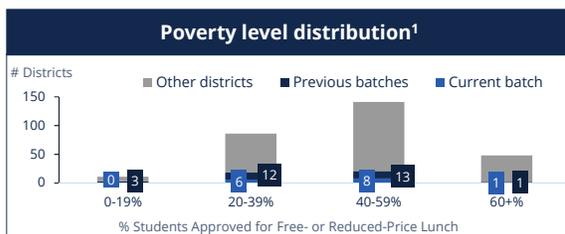
ESSER III Update | Overview



States 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	



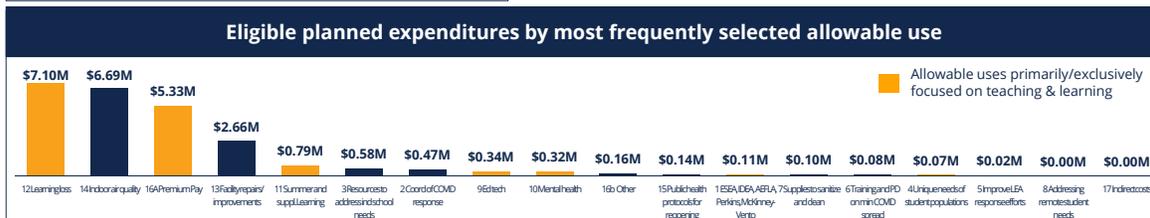
Program Summary | Profile of monthly batch of ESSER III districts



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 (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



Summary of Today's Batch



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.
 Note: Allowable use categorization is displayed based on district reporting. **Data does not reflect change requests.**

Cumulative ESSER III Program Summary



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

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

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

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$205,000	4000	700	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	repair playground to spread students out more to reduce virus transmission	This is not reasonable or necessary

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)



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Thank You



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ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	418	McPherson	2,304	40%	\$ 1,070,195	\$ 431,487	40%	\$ 1,070,195	\$ 1,070,195	\$ 638,708	100%	\$ 464
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.

Kansas CommonApp (2020)

2709-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



epABxpQo

418_McPherson_ESSERII_Chang

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

Mailing Address Street Address	514 N Main Street
Mailing City	McPherson
Mailing Address Zip Code	67460-
Authorized Representative of the District Name	Shiloh Vincent
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	shiloh.vincent@mcpherson.com
Authorized Representative of the District Phone Number	+16202419400
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jim.johnson@mcpherson.com
Other District Representative 2 Email Address	jason.mcafee@mcpherson.com

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

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.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

The 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.

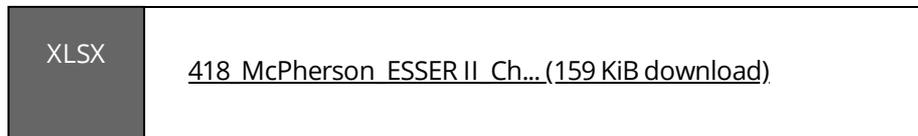
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature | Shiloh J.D. Vincent

Date | 01/14/2022

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

USD	District Name	Data as of
418	McPherson	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
418-1-001-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New ELA curriculum at the secondary level for core instruction and Tier II & III support	\$ 113,822	\$113,822	\$ -	\$ -	\$ -	1-07-01000-644-012-1000	Approved at 7/9/2021 State Board
418-1-002-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New ELA and updated SEL curriculum at middle school level to improve core instruction and Tier II & III support in these areas	\$ 81,101	\$ 81,101	\$ -	\$ -	\$ -	1-07-01000-644-012-2000	Approved at the 7/9/2021 State Board Meeting
418-1-003-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-4000	Approved at the 7/9/2021 State Board Meeting
418-1-004-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-5000	Approved at the 7/9/2021 State Board Meeting

418-1-005-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-6000	Approved at the 7/9/2021 State Board Meeting
418-1-006-20220308	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-7000	Approved at the 7/9/2021 State Board Meeting
418-1-007-20220308	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated personalized learning software to support individual student needs and learning gaps	\$ 37,938	\$ 37,938	\$ -	\$ -	\$ -	1-07-01000-653-012-8000	Approved at the 7/9/2021 State Board Meeting
418-1-008-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 8,800	\$ 8,800	\$ -	\$ -	\$ -	1-07-02210-314-012-8000	Approved at the 7/9/2021 State Board Meeting
418-1-009-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 24,827	\$ 24,827	\$ -	\$ -	\$ -	1-07-02210-119-012-8000	Approved at the 7/9/2021 State Board Meeting
418-1-010-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Other Rentals or Lease Services	12. Addressing learning loss among students, including vulnerable populations	Venue rental for summer professional development activities (to ensure social distancing can be achieved)	\$ 550	\$ 550	\$ -	\$ -	\$ -	1-07-02210-449-012-8000	Approved at the 7/9/2021 State Board Meeting

418-1-011-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Payroll/benefits associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 1,693	\$ 1,693	\$ -	\$ -	\$ -	1-07-02210-220-012-8000	Approved at the 7/9/2021 State Board Meeting
418-1-012-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Payroll/benefits associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 111	\$ 111	\$ -	\$ -	\$ -	1-07-02210-290-012-8000	Approved at the 7/9/2021 State Board Meeting
418-1-013-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified teacher compensation for K-12 summer school program (Summer 2021)	\$ 120,776	\$120,776	\$ -	\$ -	\$ -	1-07-01000-119-012-8340	Approved at the 7/9/2021 State Board Meeting
418-1-014-20220308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified staff compensation for K-12 summer school program (Summer 2021)	\$ 11,789	\$ 11,789	\$ -	\$ -	\$ -	1-07-01000-129-012-8340	Approved at the 7/9/2021 State Board Meeting
418-1-015-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Payroll/benefits for certified teacher compensation for K-12 summer school program (Summer 2021)	\$ 10,141	\$ 10,141	\$ -	\$ -	\$ -	1-07-01000-220-012-8340	Approved at the 7/9/2021 State Board Meeting
418-1-016-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Payroll/benefits for classified staff compensation for K-12 summer school program (Summer 2021)	\$ 663	\$ 663	\$ -	\$ -	\$ -	1-07-01000-290-012-8340	Approved at the 7/9/2021 State Board Meeting

418-1-017-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NEW Item - Professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 8,800	\$ 8,800	\$ -	\$ -	\$ -	2-07-02210-314-012-8000	New Line Item
418-1-018-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW Item - Teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 24,827	\$ 24,827	\$ -	\$ -	\$ -	2-07-02210-119-012-8000	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.
418-1-019-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Other Rentals or Lease Services	12. Addressing learning loss among students, including vulnerable populations	NEW Item - Venue rental for summer professional development activities (to ensure social distancing can be achieved)	\$ 550	\$ 550	\$ -	\$ -	\$ -	2-07-02210-449-012-8000	New Line Item
418-1-020-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	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	\$ 1,693	\$ 1,693	\$ -	\$ -	\$ -	2-07-02210-220-012-8000	New Line Item
418-1-021-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	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	\$ 111	\$ 111	\$ -	\$ -	\$ -	2-07-02210-290-012-8000	New Line Item

418-1-022-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW Item - Certified teacher compensation for K-12 summer school program	\$ 65,726	\$ 65,726	\$ -	\$ -	\$ -	2-07-01000-119-012-8340	New Line Item; Applicant responded via email: 240 students, 41 staff members, summer program dates of June 1 - 17, 2022
418-1-023-20220308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW Item - Classified staff compensation for K-12 summer school program	\$ 6,977	\$ 6,977	\$ -	\$ -	\$ -	2-07-01000-129-012-8340	New Line Item; Applicant responded via email: 13 classified staff members
418-1-024-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	NEW Item - Payroll/benefits for certified teacher compensation for K-12 summer school program	\$ 10,141	\$ 10,141	\$ -	\$ -	\$ -	2-07-01000-220-012-8340	New Line Item
418-1-025-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	NEW Item - Payroll/benefits for classified staff compensation for K-12 summer school program	\$ 663	\$ 663	\$ -	\$ -	\$ -	2-07-01000-290-012-8340	New Line Item
418-1-026-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW Item - Premium Pay 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.	\$ 200,000	\$200,000	\$ -	\$ -	\$ -	2-07-01000-119-032-8000	New Line Item
418-1-027-20220308	Eligible	Direct Allocation	Improvement of Instruction Services	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW Item - Coordinate with local mental health agencies to provide in-school support for students	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	2-07-02210-314-012-8000	New Line Item; Applicant responded via email: COVID magnified learning gaps across out student population - resulting in increase numbers in Tier 2 & 3 supports. This training will equip teachers with the skills necessary to aid students in these areas.

418-1-028-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 111,131	\$111,131	\$ -	\$ -	\$ -	2-07-01000-110-012-8000	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.
418-1-029-20220308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 16,597	\$ 16,597	\$ -	\$ -	\$ -	2-07-01000-120-012-8000	New Line Item
418-1-030-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 41,052	\$ 41,052	\$ -	\$ -	\$ -	2-07-01000-220-012-8000	New Line Item
418-1-031-20220308	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 5,440	\$ 5,440	\$ -	\$ -	\$ -	2-07-01000-290-012-8000	New Line Item

418-1-032-20220308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW Item - 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.	\$ 125,000	\$125,000	\$ -	\$ -	\$ -	2-07-01000-129-032-8000	New Line Item
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ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	111	Doniphan West Schools	293	30%	\$ 418,936	\$ 400,936	96%	\$ 400,936	100%	\$ 1,371
2	219	Minneola	247	57%	\$ 361,184	\$ 361,184	100%	\$ 361,184	100%	\$ 1,461
3	241	Wallace County Schools	209	37%	\$ 267,866	\$ 267,866	100%	\$ 267,866	100%	\$ 1,285
4	257	Iola	1,104	56%	\$ 3,034,259	\$ 1,653,106	54%	\$ 1,653,106	100%	\$ 1,498
5	273	Beloit	753	43%	\$ 1,215,737	\$ 1,215,737	100%	\$ 1,215,737	100%	\$ 1,614
6	299	Sylvan Grove	232	48%	\$ 409,944	\$ 327,955	80%	\$ 327,955	100%	\$ 1,415
7	310	Fairfield	265	58%	\$ 579,754	\$ 579,345	100%	\$ 579,345	100%	\$ 2,186
8	325	Phillipsburg	580	38%	\$ 714,497	\$ 714,497	100%	\$ 329,497	46%	\$ 569
9	438	Skyline Schools	338	31%	\$ 292,145	\$ 292,145	100%	\$ 292,145	100%	\$ 864
10	452	Stanton County	429	60%	\$ 806,330	\$ 806,330	100%	\$ 806,330	100%	\$ 1,880
11	463	Udall	334	46%	\$ 439,689	\$ 439,689	100%	\$ 439,689	100%	\$ 1,318
12	473	Chapman	1,065	42%	\$ 1,240,448	\$ 530,600	43%	\$ 530,600	100%	\$ 498
13	481	Rural Vista	259	51%	\$ 541,862	\$ 510,252	94%	\$ 510,252	100%	\$ 1,974
14	489	Hays	3,081	38%	\$ 3,676,703	\$ 3,676,703	100%	\$ 3,676,703	100%	\$ 1,193
15	497	Lawrence	9,992	31%	\$ 13,573,376	\$ 13,573,376	100%	\$ 13,573,376	100%	\$ 1,358
Total			19,178	37%	\$ 27,572,730	\$ 25,349,721	92%	\$ 24,964,721	98%	\$ 1,302

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.



mjXBDxEk

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 | kpickman@usd111.org

Other District Representative 2 | Email Address | mnewman@usd111.org

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

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.

| 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

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

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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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

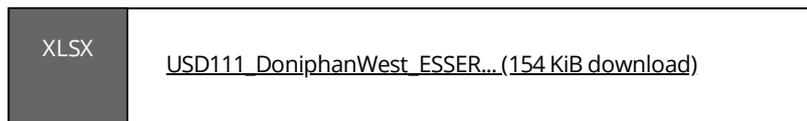
Notes on ESSER III application Excel template:

- 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 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 | Amy Lackey

Date | 10/27/2021

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

USD	District Name	Data as of
111	Doniphan West Schools	2/27/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
111-1-001-20220308	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	2022-23 Continued social worker started with Esser I and one support aide in the classroom.	\$ 60,000	\$ -	\$ -	\$ 60,000	\$ -	06.1000.121	
111-1-002-20220308	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	2023-24 Continued social worker started with Esser I and one support aid in the classroom	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	06.1000.121	

111-1-003-20220308	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional elementary teacher added to work with students that are struggling in their classes; particulary aimed at students performing below grade level	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ -	06.1000.121	
111-1-004-20220308	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional elementary teacher added to work with students that are struggling in their classes; particulary aimed at students performing below grade level	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	06.1000.121	
111-1-005-20220308	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional high school teacher added to work with students that are struggling in their classes; particulary aimed at students performing below grade level	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ -	06.1000.121	
111-1-006-20220308	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional high school teacher added to work with students that are struggling in their classes; particulary aimed at students performing below grade level	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	06.1000.121	

111-1-007-20220308	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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	\$ 30,500	\$ -	\$ 30,500	\$ -	\$ -	06.1000.121	
111-1-008-20220308	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	6 SMART boards for use by impact teachers, reading specialists, and their aides and to use to social distance classrooms	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	06.1000.650	
111-1-009-20220308	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	2 SMART board carts - allows us to move classrooms to areas where we can social distance	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06.1000.650	

111-1-010-20220308	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	20 laptops - allows teachers better ways to serve students unable to attend class due to being sick or quarantined	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	06.1000.650	
111-1-011-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Mitigating the spread of COVID through cleaning supplies	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	06.2600.420.2	
111-1-012-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Services	2. Coordination of COVID-19 preparedness and response efforts	Mitigating the spread of COVID through cleaning supplies	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06.2600.420.2	

111-1-013-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Mitigating the spread of COVID through cleaning supplies	\$ 1,436	\$ -	\$ 1,436	\$ -	\$ -	06.2600.420.2	
111-1-014-20220308	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase additional Sondag reading materials	\$ 7,000	\$ -	\$ -	\$ 7,000	\$ -	06.1000.610	
111-1-015-20220308	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Training for new employees and refresher for existing employees on Sondag system	\$ 2,000	\$ -	\$ -	\$ 2,000	\$ -	06.1000.610	

Kansas CommonApp (2020)

2383-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



OjeEGIDY

219_Minneola_ESSER III Plan_1221

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 | 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

Mailing Address Street Address	111 E. Locust St.
Mailing City	Minneola
Mailing Address Zip Code	67865
Authorized Representative of the District Name	Lance Custer
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	lcuster@usd219.org
Authorized Representative of the District Phone Number	+16208854372
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.usd219.org/320211_2

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.

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 latest 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 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

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.

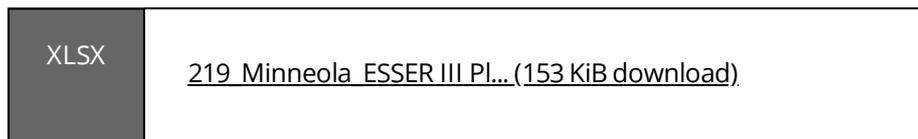
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Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

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 | Lance Custer

Date | 12/29/2021

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

USD	District Name	Data as of
219	Minneola	2/27/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
219-1-001-20220308	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	PreK-12 Interventionist to address learning loss from COVID	\$ 135,000	\$ -	\$ -	\$ 67,000	\$ 68,000	07-2100-110-003	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.
219-1-002-20220308	Eligible	Direct Allocation	Instruction	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	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.	\$ 13,284	\$ -	\$ 13,284	\$ -	\$ -	07-1000-700-003	Addtl info from Supt 1/31/22: We have a 3rd grade classroom that has very old mismatched tables and chairs that make it hard to group up and separate when needed. The new tables and chairs would make it much easier for the teacher to move in and out of a group for social distancing. Classroom set of desks and chairs: \$6,284 We have been using the outdoor tables and benches for outdoor classrooms that we borrowed from the city. They are needing them back so we need to replace them so we can continue to use the outdoor space to spread our kids. Outdoor tables: 4 environmental tables at \$1125 each = \$4,500 Outdoor benches: 4 environmental benches at \$625 each = \$2,500

219-1-003-20220308	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Virtual Reality (VR) glasses to allow student to go on virtual field trip and bring in guest speakers will remain in a safe environment. They will also provide supplemental materials to address learning loss.	\$ 16,900	\$ -	\$ 16,000	\$ 450	\$ 450	07-1000-321-003	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
219-1-004-20220308	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	12. Addressing learning loss among students, including vulnerable populations	Math Supplemental Material to address learning loss at elementary and junior high level	\$ 9,100	\$ -	\$ 1,500	\$ 3,800	\$ 3,800	07-1000-590-003	
219-1-005-20220308	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Provide internet access for students while at home due to quarantine from COVID exposure.	\$ 2,200	\$ -	\$ 400	\$ 900	\$ 900	07-1000-321-003	

219-1-006-20220308	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Data screen and mounting hardware to be used to address learning loss data review for staff and administration	\$ 700	\$ -	\$ 700	\$ -	\$ -	07-1000-321-003	
219-1-007-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 13,000	\$ -	\$ -	\$ 6,500	\$ 6,500	07-1000-110-003	
219-1-008-20220308	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase AimsWeb and FastBridge online screening material to address learning loss due to COVID.	\$ 5,000	\$ -	\$ -	\$ 2,500	\$ 2,500	07-1000-590-003	

219-1-009-20220308	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase 75 chromebook at approx \$290 each to provide connectivity between home and school and address learning loss due to COVID.	\$ 22,000	\$ -	\$ -	\$ 22,000	\$ -	07-1000-321-003	
219-1-010-20220308	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase 8 teacher computers to allow to utilize new online materials to address learning loss due to COVID.	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	07-1000-321-003	
219-1-011-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide \$1000 in retention pay for each staff member in May.	\$ 108,000	\$ -	\$ -	\$ 54,000	\$ 54,000	07-1000-110-003	

219-1-012-20220308	Eligible	Direct Allocation	Instruction and Curriculum Development Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Providing professional development for staff to address the learning loss due to COVID.	\$ 21,000	\$ -	\$ 7,000	\$ 7,000	\$ 7,000	07-2212-110-003	
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Kansas CommonApp (2020)

2347-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



jkMlAdK

241_Wallace County Schools ESSER III Plan_10022021

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 241 Wallace County Schools
Applicant / Mailing Address	521 North Main
Applicant / First and Last Name of Owner, CEO, or Executive Director	Bruce Bolen
Applicant / Email Address of Owner, CEO, or Executive Director	bbolen@usd241.org
Applicant / Phone Number	7858524252

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

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

Fiscal Agent / Name (if applicable)	Valerie POe
Fiscal Agent / Email (if applicable)	val@usd241.org
Fiscal Agent / Mailing Address (if applicable)	

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 6 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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 teaches are 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 teaches 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

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:

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- 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.

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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.

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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.

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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.

USD	District Name	Data as of
241	Wallace County	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
241-1001-20220308	Eligible	Direct Allocation	0	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	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.	\$ 168,000	\$ 42,000	\$ 42,000	\$ 42,000	\$ 42,000	06-1000-110	"Bonus" 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.

241-1-002-2022-0308	Eligible	Direct Allocation	0	Purchased Professional & Technical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	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	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	16-4200-300	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.
241-1-003-2022-0308	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	06-1000-610	
241-1-004-2022-0308	Eligible	Direct Allocation	0	Purchased Professional & 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	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.

241-1 005- 2022 0308	Eligible	Direct Allocation	0	Personal Services - Salaries	10. Providing mental health services and supports	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.	\$ 39,862	\$ -	\$ -	\$ 27,000	\$ 12,862	06-1000- 110
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Kansas CommonApp (2020)

2313-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

257_Iola_ESSER III Plan_1101



xObnBZJA

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 257 IOLA

Applicant / Mailing Address

| 305 North Washington
| Iola, KS 66749

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

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

Applicant / Phone Number | 620-365-4700

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

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

Applicant / Federal EIN (if applicable) | 48-0699446

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

Applicant / Mission Statement (if applicable)

| We educate ALL students for college and/or career readiness.

Fiscal Agent / Name (if applicable)		Marcie Boring
Fiscal Agent / Email (if applicable)		marcie.boring@usd257.org
Fiscal Agent / Mailing Address (if applicable)		
	305 North Washington	
	Iola, KS 66749	

Application details

Full District Name		Iola
District Number		257
Mailing Address Street Address		305 North Washington
Mailing City		Iola
Mailing Address Zip Code		66749
Authorized Representative of the District Name		Stacey Fager
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		stacey.fager@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.		https://s3.amazonaws.com/scschoolfiles/537/esseri-iii-districtplanforsafereurntoin-personinstruction-iola_usd257.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 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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacey Fager

Date | 11/01/2021

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

USD	District Na	Data as of
257	Iola	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
257-001-001	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SMARTBOARD INTERACTIVE DISPLAYS AND COMPUTERS FOR CLASSROOMS TO REPLACE THE CURRENT OUTDATED TECHNOLOGY. THIS WILL ALLOW STUDENTS TO SEE LEARNING MATERIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY ARE DISTANCED AND MORE SPREAD OUT IN CLASSROOMS. THIS TECHNOLOGY WILL ALSO ENHANCE CURRICULUM /LESSON DEVELOPMENT TO TARGET COVID LEARNING LOSS AND TO EFFECTIVELY SHARE LESSONS TO BOTH STUDENTS IN THE CLASSROOM AS WELL AS THOSE WHO ARE REMOTE DUE TO COVID QUARANTINE. THIS UPDATED TECHNOLOGY WILL SUPPORT OUR EDUCATORS AS THEY CONTINUE TO CLOSE THE LEARNING GAPS DUE TO COVID.	\$ 176,319	\$ 176,319				99890	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.
257-001-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 99,000		\$ 33,000	\$ 33,000	\$ 33,000	99886	Applicant responded via email: We anticipate hiring 25-30 staff members per year depending on how many students enroll.
257-001-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 9,000		\$ 3,000	\$ 3,000	\$ 3,000	99887	
257-001-004	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 19,500		\$ 6,500	\$ 6,500	\$ 6,500	99888	
257-001-005	Eligible	Direct Allocation	Vehicle Operation	Dues and Fees	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 7,500		\$ 2,500	\$ 2,500	\$ 2,500	99889	
257-001-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE TUTORING PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS.	\$ 80,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	99893	Applicant responded via email: This funding is for our Safebase tutoring program throughout the school year. The numbers for staff depend on how many students need help. Currently we have 8 -10 staff with 10-20 students.
257-001-007	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC UPGRADE CONTINUATION AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION.	\$ 982,759	\$ 982,759				99885	FY21 -reimbursement, has the work been completed; Applicant responded via email: This project was started with ESSER II Funds. Allowable if CDC guidelines are met.
257-001-008	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 153,000		\$ 51,000	\$ 51,000	\$ 51,000	99981	Applicant responded via email: This will be used for an incentive for 102 certified staff members, which could fluctuate depending on staff numbers. Payment will be made November of the school year.
257-001-009	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 124,500		\$ 41,500	\$ 41,500	\$ 41,500	99991	Applicant responded via email: This will be used for an incentive for 83 classified staff members, which could fluctuate depending on staff numbers. Payment will be made November of the school year.

257-001-010	Eligible	Direct Allocation	Instruction	Textbooks	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	SOCIAL & EMOTIONAL CURRICULUM MATERIAL TO HELP STUDENTS OF ALL AGES TO BETTER COMPREHEND THEIR EMOTIONS AND TO DEMONSTRATE EMPATHY FOR OTHERS DUE TO COVID-19.	\$ 1,528	\$ 1,528				99891	
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Kansas CommonApp (2020)

2601-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



mzGKqAjQ

273_Beloit_ESSER III Plan_1228

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

Full District Name	USD 273 Beloit
District Number	273
Mailing Address Street Address	PO Box 547, 3075 US 24 HWY
Mailing City	Beloit
Mailing Address Zip Code	67420
Authorized Representative of the District Name	Jeff Travis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jtravis@usd273.org
Authorized Representative of the District Phone Number	+17857383261
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tschroeder@usd273.org
Please paste a direct link of your school district's safe return plan that is posted on your website.	https://usd273.socs.net/

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.

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 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

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 lessons 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.

- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

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 273 will continue to use practices that they have found 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.

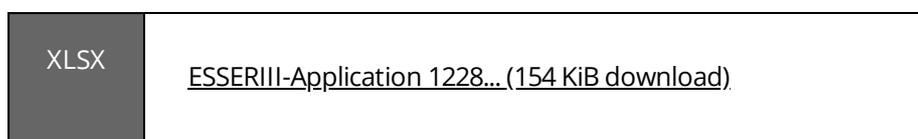
Notes on ESSER III application Excel template:

- 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.

USD	District Na	Data as of
273	Beloit	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
273-001-001	Eligible	Direct Allocation		Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Retained additional 3rd grade teacher to keep smaller classes to help with learning and social distancing.	\$ 87,567			\$ 43,350	\$ 44,217	27-200-1000-111	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." 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.
273-001-002	Eligible	Direct Allocation		Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 66,243			\$ 32,793	\$ 33,450	27-300-1000-111	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."
273-001-003	Eligible	Direct Allocation		Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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 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.	\$ 90,658			\$ 44,880	\$ 45,778	27-200-1000-111	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 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."
273-001-004	Eligible	Direct Allocation		Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 41,208			\$ 20,400	\$ 20,808	27-200-1000-120	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"
273-001-005	Eligible	Direct Allocation		Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 41,208			\$ 20,400	\$ 20,808	27-300-1000-120	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"
273-001-006	Eligible	Direct Allocation		Full-Time Certified Salaries	10. Providing mental health services and supports	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.	\$ 51,560			\$ 25,550	\$ 26,010	27-200-1000-111	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."

273-001-007	Eligible	Direct Allocation	Full-Time Certified Salaries	10. Providing mental health services and supports	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.	\$ 51,560		\$ 25,550	\$ 26,010	27-300-1000-111	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."
273-001-008	Eligible	Direct Allocation	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 10,000		\$ 5,000	\$ 5,000	27-200-1000-111	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. "
273-001-009	Eligible	Direct Allocation	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Synexis 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.	\$ 122,960	\$ 122,960			16-200-2600-700	Per applicant: " 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." Allowable if CDC guidelines are met.
273-001-010	Eligible	Direct Allocation	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our district's health insurance.	\$ 61,443	\$ 36,443	\$ 25,000		48-100-1000-210	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."
273-001-011	Eligible	Direct Allocation	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 137,478	\$ 44,922	\$ 45,820	\$ 46,736	27-300-1000-111	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 (J25) 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.
273-001-012	Eligible	Direct Allocation	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 76,510	\$ 25,000	\$ 25,500	\$ 26,010	08-200-2220-120	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.
273-001-013	Eligible	Direct Allocation	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Retained additional 3rd grade teacher to keep smaller classes to help with learning and social distancing.	\$ 122,416	\$ 40,000	\$ 40,800	\$ 41,616	27-200-1000-111	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. "
273-001-014	Eligible	Direct Allocation	Property	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	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.	\$ 8,105	\$ 8,105			08-200-2101-700	Per applicant: "An extra vision screener will help our nurses screen students in the same time frame, but keep students separate and social distanced."

273-001-015	Eligible	Direct Allocation		General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Expanded textbook purchasing so that students do not have to share textbooks and to continue to have the resource while socially distancing.	\$ 104,321		\$ 104,321			27-200-1000-610	Per applicant: "Extra text book purchases allow a text book in each student's possession so they do not share textbooks."
273-001-016	Eligible	Direct Allocation		Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks so each student can have their own chromebooks and continue to social distance.	\$ 12,500		\$ 12,500			27-200-2200-700	Per applicant: "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." Follow up information requested. Per applicant: "Line 16 is for chromebooks for the elementary school Line 17 is for chromebooks for the high school"
273-001-017	Eligible	Direct Allocation		Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks so each student can have their own chromebooks and continue to social distance.	\$ 12,500		\$ 12,500			27-300-2200-700	Per applicant: "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." Follow up information requested. Per applicant: "Line 16 is for chromebooks for the elementary school Line 17 is for chromebooks for the high school"
273-001-018	Eligible	Direct Allocation		Property	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 46,250		\$ 18,500	\$ 27,750		27-200-2200-700	Per applicant: "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."
273-001-019	Eligible	Direct Allocation		Property	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 46,250		\$ 18,500	\$ 27,750		27-300-2200-700	Per applicant: "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."
273-001-020	Eligible	Direct Allocation		General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	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.	\$ 12,500		\$ 12,500			27-200-1000-610	Per applicant: "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." Follow up information requested. Per applicant: "Line 20 is for PPE equipment for the elementary school. Line 21 is for PPE equipment for the high school."
273-001-021	Eligible	Direct Allocation		General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	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.	\$ 12,500		\$ 12,500			27-300-1000-610	Per applicant: "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." Follow up information requested. Per applicant: "Line 20 is for PPE equipment for the elementary school. Line 21 is for PPE equipment for the high school."

Kansas CommonApp (2020)

2444-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



LbWOPGvK

299_SylvanUnified_ESSERIIIPlan_

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Sylvan Unified Schools

Applicant / Mailing Address

| PO Box 303
| Sylvan Grove, KS 64781

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

Applicant / Email Address of Owner, CEO, or Executive Director | jstecklein@usd299.org

Applicant / Phone Number | 785-526-7175

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

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

Fiscal Agent / Name (if applicable) | Sylvan Unified Schools

Fiscal Agent / Email (if applicable) | pschneider@usd299.org

Fiscal Agent / Mailing Address (if applicable)

| PO Box 303
| Sylvan Grove, KS 64781

Application details

Full District Name | Sylvan Unified Schools

District Number | 299

Mailing Address | Street Address | PO Box 303

Mailing | City | Sylvan Grove

Mailing Address | Zip Code | 67481

Authorized Representative of the District | Name | Pam Schneider

Authorized Representative of the District | Position or Title | District Clerk

Authorized Representative of the District | Email Address | pschneider@usd299.org

Authorized Representative of the District | Phone Number | +17855267175

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

Please 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 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 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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

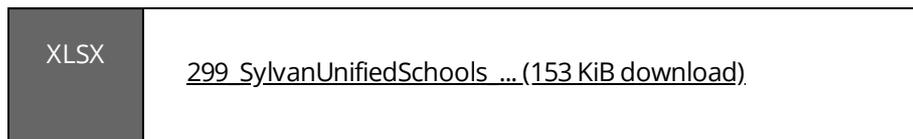
Notes on ESSER III application Excel template:

- 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.

USD	District Name	Data as of
299	Sylvan Grove	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
299-1001-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14.	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.	\$ 327,955	\$ -	\$ 327,955	\$ -	\$ -	07.2600.700	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.

Kansas CommonApp (2020)

2734-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)

310_Fairfield_ESSERIIIPlan-012022



VQZIPknW

Applicant details

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

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

Select an Applicant Type | Licensed Child Care Provider

Applicant / Entity Name | Fairfield USD #310 Daycare

Applicant / Mailing Address

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

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

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

Applicant / Phone Number | 620-596-2152

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

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

Applicant / Federal EIN (if applicable) | 48-0720350

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

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

Applicant / Mission Statement (if applicable)

To provide high quality, developmentally appropriate child care for preschool children with a focus on the individual child's age and ability to stimulate social, cognitive, physical and emotional growth.

| To provide a safe, nurturing and recreational environment for school age children displaced by school changes due to the pandemic..

Application details

Full District Name		Fairfield
District Number		310
Mailing Address Street Address		16115 S. Langdon Rd.
Mailing City		Langdon
Mailing Address Zip Code		65783
Authorized Representative of the District Name		Betsy McKinney
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bmckinney@usd310.org
Authorized Representative of the District Phone Number		+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.		https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1338684/Reopening_Plan_2022.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.

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 do 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 to 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.

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

We shared our online survey with the public as well, and also invited them to speak at Board Meetings or to individual board members/administrators as to how they felt about the topic. We also put information in our monthly district newsletter that is mailed to every home in our district. It told all about what ESSER funds are, why we are asking for them, and why we need everyone's input to figure out how to best spend the funds. This group included community members, district patrons who are not parents or employees, and several senior citizens groups from our local towns. This group had the most responses on how to spend ESSER 3 money aimed at improvements in facilities in environmental factors. When asked how to best address learning loss, the largest response of this surveyed group was to have academic remediation and recovery to include after-school programs. We also shared written surveys with people in this group that did not respond online.

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 largest academic effect felt in our school district (elementary especially) is that our reading scores fell for the first time in six years. Our math scores overall fell as well. We were not able to do MTSS grouping in either reading or math because of the need to keep students apart from each other while we deal with COVID. We also had to keep our middle and high schoolers in small cohort groups to be able to stay open. I have detailed the data associated with learning loss in Part C of this application. As far as the emotional impact upon our students, they did report in the Community That Cares survey that there was an increase in students who see themselves at-risk in regard to their well-being. The data went from 39.3% in 2020 to 51.6 % in 2021. COVID has also made a huge hit on our attendance and we have even had to have four days of remote learning in January due to 39% of our staff and 20% of our students out with the virus. The pandemic has affected all of our students, including every subgroup you can find in our population. It perhaps has hit the hardest on those students who do not want to be at home any more than they have to be. Many of our district students live at or below the poverty level and school is the place where they come to meet many of their needs. We teach them, we feed them, we buy clothes & shoes for them, we believe in them, we help them, we accept them, we cry with them, we encourage them, and we love them. Many of our staff and students will tell you the quarter of school missed for COVID (because of the statewide shutdown) was one of the least favorite times of their lives. We have all learned that we truly need each other, and especially that our students need to be in school!

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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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—
- administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - implementing evidence-based activities to meet the comprehensive needs of students;
 - providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - 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

instruction was about 1/2 from each lunch status group, we feel that may be part of the reason for the equal spread of academic loss among both groups. The time lost from regular instruction due to COVID seems to have affected each of our sub groups in similar ways.

We will use 20% 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.” <https://www.lexialearning.com/company/news/press-releases/lexia-efficacy-research-meets-highest-standards-evidence-essa>

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.

<https://www.ixl.com/research/ESSA-Research-Report.pdf>

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:

https://www.edmentum.com/sites/edmentum.com/files/resource/media/Instructional%20Design%20White%20Paper%20FINAL_1.pdf

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

We will spend 80% 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, children in foster care, and migratory students.

First off, the largest expense in this category (2001 e1 of the ARP Act) would go to summer school and after school. Both of those programs target academic, social, emotional, and mental health needs. Both summer school and after-school have SES programs where students work on teamwork, character education, and making healthy choices. Both programs emphasize evidence based instruction in reading and math, as well as other core subjects like STEM Science. Both of these programs are offered FIRST for students with disabilities, in foster care, on an IEP, are ESOL, or who are homeless. Only if there are spots left over after enrolling the children disproportionately impacted by COVID, will a student not meeting those criteria be able to enroll. We also intend to continue our Mental Health Program over the summer so that students can still come locally to campus for sessions with their Horizons Mental Health therapists instead of a 30 mile drive to Hutchinson.

Secondly, some of the other uses we have for this ESSER 3 money would help to address the academic impact of lost instructional time. This would meet the needs of students in the disproportionately impacted group as well as others. Uses of this money include costs associated with evidence based instruction using such programs as IXL, Lexia, and Edmentum (Plato). Those three all meet the rigorous ESSA standards for evidence-based instruction. (See the answer to question one in this section.) It is our plan to find an evidence-based Social Emotional Curriculum that meets the research standards of ESSA, as well as an instrument to track SES growth or decline among students. This will better help us measure the impact of what we are doing in SES with all students, but especially with students disproportionately affected by COVID.

The money spent on the air improvement will benefit every person on campus. In the process of studying the air in our classrooms, we found that some of our classrooms had high levels of carbon dioxide because the HVACs were not doing their job. Breathing better quality air that's been filtered will help all of our students and adults work better and make it easier to concentrate.

A majority of our students fall into the low-income category year after year; sometimes it gets as high as 70% of our students being on free and reduced lunch. Our subgroups based on being an ESOL learner, a student of color, a foster child, or migrant students are all relatively small groups of less than 10 students. Our subgroup of students with an IEP is the second largest subgroup at 16.4 %, exceeded only by the low socio-economic status group. All of the interventions we are planning would help meet the needs of each subgroup, as well as the needs of all students. However, the specific interventions of After-School and Summer School would first be open to students in subgroups most affected by COVID.

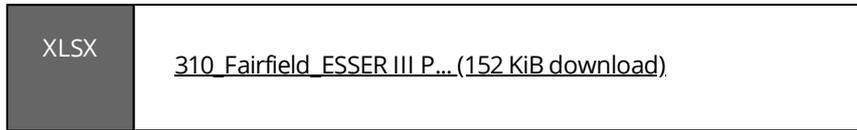
Notes on ESSER III application Excel template:

- 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.
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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;
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- 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.

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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).
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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.

USD	District No	Data as of
310	Fairfield	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
310-001-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program for 2022 and 2023	\$ 35,000			\$ 35,000		21-1000-110-00	Relied 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.
310-001-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program for 2022-2023 school year	\$ 33,000			\$ 33,000		21-1000-110-00	Relied on information from Common App to shore up how this meets a Covid need.
310-001-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Lexia Learning	\$ 10,000			\$ 10,000		21-1000-650-00	Relied on information from Common App to shore up how this meets a Covid need.
310-001-004	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	IXL Learning	\$ 8,500			\$ 8,500		21-1000-650-00	Relied on information from Common App to shore up how this meets a Covid need.
310-001-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Edmentum/Plato	\$ 19,630			\$ 19,630		21-1000-650-00	Relied on information from Common App to shore up how this meets a Covid need.
310-001-006	Eligible	Direct Allocation	Social Work Services	Other Professional Services	10. Providing mental health services and supports	SES Curriculum meeting ESSA Standards; also an SES assessment to measure growth/progress in this area	\$ 9,739			\$ 9,739		21-2113-340-00	Relied on information from Common App to shore up how this meets a Covid need.
310-001-007	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	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.	\$ 463,476		\$ 463,476			21-2600-700-00	Allowable if CDC guidelines are met. Capital Improvement documentation required.

Kansas CommonApp (2020)

1928-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



JYgQgPLV

325PhillipsburgESSERIIIplan0801

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 | Street Address | 240 S 7TH STREET

Mailing | City | PHILLIPSBURG

Mailing Address | Zip Code | 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 in small groups and 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 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

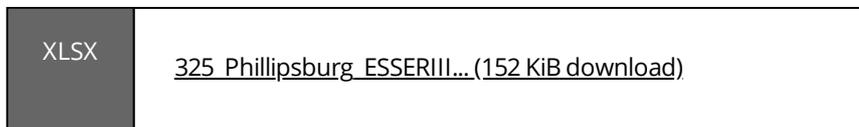
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1. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; 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.

USD	District Name	Data as of
325	Phillipsburg	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
325-1001-20220308	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school to address learning loss	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	17-2600-110	1/20/22 Called Supt for additional information: Teacher salary for summer school; part of the 20% set aside
325-1002-20220308	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra help to address learning loss	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	17-2600-110	1/20/22 Called Supt for additional information: Hiring 2 At-risk teaching positions; part of the 20% set aside
325-1003-20220308	Eligible	Direct Allocation	Support Services	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Program to help address learning loss	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	17-2600-735	1/20/22 Called Supt for additional information: Lexia K-8; part of the 20% set aside

325-1004-20220308	Eligible	Direct Allocation	Support Services - Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	textbooks to address learning loss	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	17-2600-644	1/20/22 Called Supt for additional information: K-12 English Language Arts; part of the 20% set aside
325-1005-20220308	Ineligible	Direct Allocation	Student Transportation	Student Transportation Services	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	bus to spread students out more to reduce virus transmission	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	17-2700-510	Common app provides more detail for the need for this item
325-1006-20220308	Ineligible	Direct Allocation	Facilities & Construction Services	Playground Improvements	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	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	\$ 205,000	\$ -	\$ 205,000	\$ -	\$ -	17-4000-716	Common app provides more detail for the need for this item
325-1007-20220308	Eligible	Direct Allocation	Facilities & Construction Services	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	replace windows at PHS as some do not even open for fresh air to reduce virus transmission	\$ 154,497	\$ -	\$ 154,497	\$ -	\$ -	17-4000-430	Common app provides more detail for the need for this item

Kansas CommonApp (2020)

1964-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



KxmQjVDy

438_Skyline_ESSER III Plan_0803

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Skyline Schools

Applicant / Mailing Address

| 20269 W Us Highway 54

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

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

Applicant / Phone Number | 620-672-8408

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

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

Application details

Full District Name | Skyline Schools

District Number | 438

Mailing Address Street Address	20269 West Highway 54
Mailing City	Pratt
Mailing Address Zip Code	67124
Authorized Representative of the District Name	Becca Flowers
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bflowers@skylineschools.org
Authorized Representative of the District Phone Number	+16206725651
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.skylineschools.org/284072_2

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 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 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 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.
- 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

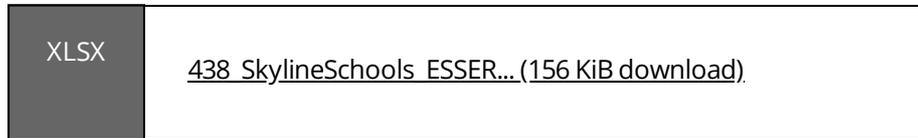
True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.

- 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 | Becca L. Flowers

Date | 08/03/2021

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

USD	District Name	Data as of
438	Skyline School	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
438-1001-20220308	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Contract Extension for Student and Family Support Coordinator to provide mental health services in the summer months.	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500	06-2100-110-000	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.
438-1002-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000	06-1000-110-000	From applicant: 2 teachers will provide summer school for approximately 20 students.
438-1003-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Provide after school tutoring and enrichment.	\$ 8,400	\$ -	\$ -	\$ 4,200	\$ 4,200	06-1000-110-000	From applicant: 1 teacher and 2 teacher aids is expected to provide services for approximately 12 students.

438-1 004- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Provide after school tutoring and enrichment.	\$ 4,375	\$ -	\$ -	\$ 2,200	\$ 2,175	06-1000-120-000	From applicant: 1 teacher and 2 teacher aids is expected to provide services for approximately 12 students.
438-1 005- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Other Miscellaneous Expenditures	12. Addressing learning loss among vulnerable populations	SEL & Career Exploration Curriculum, supplies, equipment, fees and travel expenses.	\$ 2,600	\$ -	\$ -	\$ -	\$ 2,600	06-2100-890-000	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.
438-1 006- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among vulnerable populations	Staff to provide personalized intervention to students to remedy and prevent learning gaps during the school year.	\$ 133,568	\$ -	\$ -	\$ 52,703	\$ 80,865	06-1000-120-000	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.

438-1-007-2022-0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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 academci and SEL gains/losses.	\$ 46,602	\$ -	\$ -	\$ 23,163	\$ 23,439	06-2100-120-000	
438-1-008-2022-0308	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional school nursing staff to monitor student health and provide appropriate responses to sympotmatic students/staff.	\$ 20,600	\$ -	\$ 3,900	\$ 8,200	\$ 8,500	06-2134-110	
438-1-009-2022-0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	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 deficiency of qualified workers in the community.	\$ 25,000	\$ -	\$ 5,000	\$ 10,000	\$ 10,000	34-1000-110	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.

438-1010-20220308	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Curriculum and travel associated with career development activities.	\$ 3,000	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	34-1000-890	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.
438-1011-20220308	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Miscellaneous equipment needed to expand the CTE programs to meet the regional needs of students and the workforce.	\$ 18,000	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	34-1000-890	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.
438-1012-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. 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.	\$ 22,500	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	06-1000-110-000	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.

Kansas CommonApp (2020)

2351-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



jlAnQwYg

452 Stanton County ESSER III Plan Submission_1105

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. 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.

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. 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.

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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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 goal 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 be 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>

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.

USD	District No	Data as of
452	Stanton	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
452-001-001	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	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.	\$ 622,103	\$ 170,000	\$ 452,103			07-2600-430-02	Allowable if CDC guidelines are met. Capital Improvement documentation required.
452-001-002	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 30,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 3,000	07-1000-610-02	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.
452-001-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	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.	\$ 39,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 3,000	07-1000-110-2	
452-001-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 22,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 4,000	07-1000-110-2	
452-001-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	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.	\$ 57,377	\$ 17,500	\$ 17,500	\$ 17,500	\$ 4,877	07-1000-120-2	

452-001-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 8,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 500	07-1000-120-2
452-001-007	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Benefits to pay certified staff for wages earned during after school programs.	\$ 5,900	\$ 1,800	\$ 1,800	\$ 1,800	\$ 500	07-1000-220-2
452-001-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Benefits to pay certified staff for wages earned during summer school programs.	\$ 3,000	\$ 900	\$ 900	\$ 900	\$ 300	07-1000-220-2
452-001-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Benefits to pay classified staff for wages earned during after school programs.	\$ 8,650	\$ 2,600	\$ 2,600	\$ 2,600	\$ 850	07-1000-220-2
452-001-010	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Benefits to pay classified staff for wages earned during summer school programs.	\$ 1,300	\$ 400	\$ 400	\$ 400	\$ 100	07-1000-220-2
452-001-011	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500		07-1000-650-2
452-001-012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	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. he teachers will be able to use the data and the program to determine individual student needs.	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500		07-1000-650-2



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 | dleadams@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 | City | Udall

Mailing Address | Zip Code | 67146

Authorized Representative of the District | Dale Adams
Name

Authorized Representative of the District | Superintendent
Position or Title

Authorized Representative of the District | dleadams@usd463.org
Email Address

Authorized Representative of the District | +16207823355
Phone Number

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

Other District Representative 1 | Email
Address | cathrynschulle@usd463.org

Please paste a direct link of your school
district's safe return plan that is posted on
your website. | [https://core-
docs.s3.amazonaws.com/documents/asset/uploaded_file/1429111/USD_463_reopening_plan_2022.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1429111/USD_463_reopening_plan_2022.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.

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—

- 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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

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.

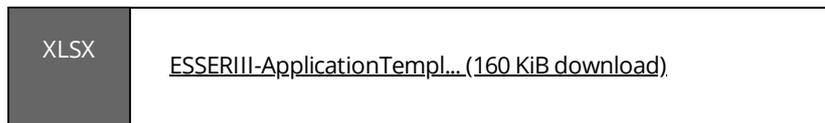
Notes on ESSER III application Excel template:

- 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, 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 | Cathryn Schulle

Date | 09/18/2021

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

USD	District No	Data as of
463	Udall	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
463-001-001	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Mental Health Support for Social and Emotional Health of Students	\$ 45,000	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	87055	Due to the regression of social skills and emotional strain placed on our students due to the COVID Pandemic, we have hired a full time social worker to help counsel and guide the students and help prevent further social or emotional demise in our school. 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.
463-001-002	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Mask, PPE to reduce spread of virus	\$ 8,000	\$ -	\$ -	\$ 4,000	\$ 4,000	87000	As we continue to battle the COVID 19 virus, utilizing personal protective equipment (PPE) such as gloves and masks, help to reduce the spread of the contagion. These funds will be used to purchase gloves and masks for our students, staff, and public as needed.
463-001-003	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfecting Supplies to reduce spread of viruses	\$ 48,000	\$ -	\$ -	\$ 24,000	\$ 24,000	87010	Row 3 is for the purchase of disinfecting supplies which are needed for the increased disinfecting protocols set for by CDC and our local Health Department recommendations.
463-001-004	Eligible	Direct Allocation	Support Services - Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Techonology for Remote Learning/MiFi Hotspots/Cameras/Chromebooks, etc.	\$ 9,000	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	87020	Technology for Remote Learning/MiFi Hotspots/Cameras/Chromebooks, etc. In order to support those students who are quarantined and going on remote learning but don't have access to reliable internet, we provide a MiFi hotspot. We periodically need to update the hardware as well as pay for the monthly service fee for the hotspots. We also need to purchase cameras to facilitate the remote learning as well as replacement chromebooks for students so they are able to continue with their school work even if they are quarantined/remote.
463-001-005	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Digital Services that facilitate social distancing and reduced the spread of the virus	\$ 1,440	\$ -	\$ -	\$ 720	\$ 720	87030	In order to facilitate social distancing and when students are required to go remote, we utilize software that supports the functions of the school and student learning such as google classroom, seesaw, google docs, and more.
463-001-006	Eligible	Direct Allocation	Support Services - Instruction	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	Summer School/After School/Enrichment Curriculum and Supplies	\$ 6,000		\$ 3,000	\$ 3,000		87040	In order to reduce the learning loss that is occurring due to the pandemic, we have implemented an after school program and summer school program that is in June as well as a "jump start" program that starts the month or so before the new school year starts. These two programs are designed to reduce learning loss and give each student that participates a better support system of retaining and understanding what is being taught. This budget line is for the curriculum for these programs.
463-001-007	Eligible	Direct Allocation	Student Transportation	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School/After School/Enrichment Transportation	\$ 2,000		\$ 1,000	\$ 1,000		87042	Building on the explanation for Row 6, many of our students are outside the blocks surrounding the school and transportation is required to bring the students to school and return them home safely.

463-001-008	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Sumer School/After School/Enrichment Certified Salaries	\$ 22,000		\$ 11,000	\$ 11,000		87043	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.
463-001-009	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Sumer School/After School/Enrichment Food Service Salaries	\$ 4,000		\$ 2,000	\$ 2,000		87046	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.
463-001-010	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Other Food Costs	11B. Planning and implementing supplemental after-school programs	Sumer School/After School/Enrichment Food Service Supplies	\$ 2,000		\$ 1,000	\$ 1,000		87047	Building on Row 9, this budget line item is for the food required for these after school/summer school programs.
463-001-011	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional Staff to reduce class size and limit learning loss	\$ 90,000		\$ 30,000	\$ 30,000	\$ 30,000	87050	In order to reduce class size which in turn reduces learning loss, we have hired additional staff for the classroom.
463-001-012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payroll to cover additional support needed to cover additional cleaning, sanitization, and other services due to pandemic	\$ 114,700		\$ 30,900	\$ 41,900	\$ 41,900	87060	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,
463-001-013	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Air Sanitization and Purification Room Units	\$ 20,000		\$ 10,000	\$ 5,000	\$ 5,000	87025	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 contagean. Allowable if CDC guidelines are met.
463-001-014	Eligible	Direct Allocation	Support Services - Instruction	Professional - Education Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	MTSS/FastBridge/Sabers to improve learning loss and address needs of at-risk and diadvantage students	\$ 67,549		\$ 32,500	\$ 32,500	\$ 2,549	87040	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.

Kansas CommonApp (2020)

2510-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



LoPrkxAw

473_Chapman_ESSERIIIPlan_120

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 473

Applicant / Mailing Address

PO Box 249
Chapman, KS 67431

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

Mailing Address Street Address	PO Box 249
Mailing City	Chapman
Mailing Address Zip Code	67431
Authorized Representative of the District Name	Kevin Suther
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	ksuther@usd473.net
Authorized Representative of the District Phone Number	+17859226521
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	bphillips@usd473.net

Please paste a direct link of your school district's safe return plan that is posted on your website. | <http://www.usd473.net/wp-content/uploads/2021/06/ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction.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.

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 incarnated 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 SAEBS 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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

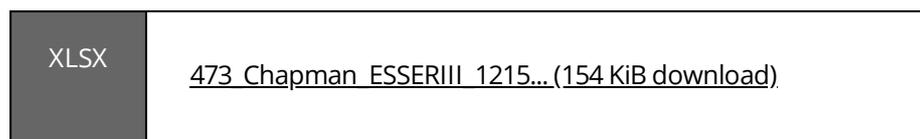
Notes on ESSER III application Excel template:

- 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.

USD	District Name	Data as of
473	Chapman	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
473-1001-20220308	Eligible	Direct Allocation	Instruction	Property	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 128,000	\$ -	\$ 128,000	\$ -	\$ -	91082	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.
473-1002-20220308	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	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.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	91082	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.
473-1003-20220308	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Number Worls Curriculum, McGraw Hill for Tier 2, Tier 3 Middle School Math Interventions. Evidence Based Pratices: Response to Intervention RTI strategies Multi-Tier System of Support built into the schedule. Math Intervention Research: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/number-worls-2015/nw-2015-research-brochure.pdf	\$ 5,400	\$ -	\$ 5,400	\$ -	\$ -	91054	

473-1 004- 2022 0308	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	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.	\$ 50,000	\$ -	\$ 25,000	\$ 25,000	\$ -	91273	
473-1 005- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Paying substitute teachers for COVID related absences	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	91020	
473-1 006- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	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.	\$ 80,000	\$ -	\$ -	\$ 40,000	\$ 40,000	91012	
473-1 007- 2022 0308	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Evidence Based Practices, Comprehensive Pre-K curriculum (reading, math, SEL) Differentiated instruction within the science of reading. National Reading Panel (2000). Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf ESSA Criteria research: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/ocr-meets-top-tiers-of-essa-criteria-flyer.pdf	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	91056	

473-1008-20220308	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Curriculum for 6th-12th grade students involving Tier 2 & 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: https://digitalcommons.csmb.edu/cgi/viewcontent.cgi?article=1402&context=caps_thes	\$ 4,200	\$ -	\$ 4,200	\$ -	\$ -	91054	
473-1009-20220308	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Evidence Based Practices: Open Court Reading, Differentiated instruction within the curriculum, new curriculum based off the science of reading. National Reading Panel (2000). Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf ESSA Criteria research: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/ocr-meets-top-tiers-of-essa-criteria-flyer.pdf	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	91056	Contact with the business office 2/16/22 indicated that this new reading curriculum will serve all students PK-Grade 5
473-1010-20220308	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	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 & 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.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	91056	

Kansas CommonApp (2020)

2025-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



jbkbvdmY

481_RuralVista_ESSER III Plan_0818

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 481

Applicant / Mailing Address

414 E Goodnow
Po Box 98
White City, KS 66872

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

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

Applicant / Phone Number | 785-349-2964

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

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

Applicant / Federal EIN (if applicable) | 48-0723267

Applicant / Website Address (if applicable) | www.usd481.org

Application details

Full District Name	Rural Vista
District Number	481
Mailing Address Street Address	414 E Goodnow
Mailing City	White City
Mailing Address Zip Code	66872
Authorized Representative of the District Name	Trish Rhodes
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	trhodes@usd481.com
Authorized Representative of the District Phone Number	+17853492964
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	irice@usd481.com
Please paste a direct link of your school district's safe return plan that is posted on your website.	http://usd481.org/wordpress1/wp-content/uploads/2021/08/ESSER-III-District-Opening-Plan-1.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 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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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.

USD	District Name	Data as of
481	Rural Vista	2/21/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
481-001-001	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Helps contact tracing if needed, organize all the records of students, keep track of ill students.	\$ 43,239	\$ 5,909	\$ 12,329	\$ 12,500	\$ 12,500		Our nurse's hours increased due to Covid to be able to keep up with the daily tasks plus the extra time she is dealing with Covid and students with symptoms.. They are available for the students who come in with symptoms and they make the decision to test or not.They also are Testing each student who was a close contact or having symptoms of Covid. Data entry of the students who are positive, talking with the health department due to changes that seem to happen weekly if not more and reporting who has covid. Also keeping the administration informed of what is going on with covid and students/staff.
481-001-002	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	2. Coordination of COVID-19 preparedness and response efforts	Having on site substitute teachers will help with allowing only certain teachers working in the classrooms. Cuts down on more contact outside of the District	\$ 170,631	\$ 53,500	\$ 57,131	\$ 60,000			Having on site substitute teachers will help with allowing only certain teachers in the classrooms to cover staff when they are out due to covid.. Currently we have 2 full time substitute teachers so they can just focus on 1 school. By having these teachers the spread of covid will be less by using the same substitute teachers because of less contact with the public/students and staff from other school districts.Having these teachers available to us helps with the learning loss of the students for missing school due to quarantine, being sick, or trying to catch up.
481-001-003	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.	\$ 74,618	\$ 13,920	\$ 28,698	\$ 32,000			Due to Covid, we are needing to clean and disinfect the school entirely every day. The custodians are cleaning during the day and then we have an extra custodian that comes in after school and goes through each room and sprays a disinfectant cleaner over the desks, chairs and throughout the room to kill any germs of the Covid virus.
481-001-004	Eligible	Direct Allocation	Student Transportation	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.	\$ 83,980	\$ 83,980	\$ -	\$ -			This would be a bus to help us social distance our students while they are on the bus going to activities or even riding the bus for routes. We need the extra space because the more the students spread out at least 3 feet, the less of a chance of close contacts or getting Covid due to sitting so close to another student. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
481-001-005	Eligible	Direct Allocation	Student Transportation	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This is needed for the 2nd school in our district so they can social distance their students during activities or route.	\$ 52,284	\$ 52,284	\$ -	\$ -			This would be a bus to help us social distance our students while they are on the bus going to activities or even riding the bus for routes. We need the extra space because the more the students spread out at least 3 feet, the less of a chance of close contacts or getting Covid due to sitting so close to another student. This requires prior approval with the Equipment Purchase Form this can be found
481-001-006	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Teachers	\$ 51,000	\$ 17,000	\$ 17,000	\$ 17,000			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss.

481-001-007	Eligible	Direct Allocation	Operation & Maintenance of Plant	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Custodians	\$ 9,000	\$ 3,000	\$ 3,000	\$ 3,000			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss.
481-001-008	Eligible	Direct Allocation	Support Services - Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Technology employee	\$ 1,500	\$ 500	\$ 500	\$ 500			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss. 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.
481-001-009	Eligible	Direct Allocation	Support Services - General Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Superintendent staff	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss.
481-001-010	Eligible	Direct Allocation	Food Services Operations	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Food service	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid. Also to help when they are out sick or Quarantined due to Covid and to cover the personal leave loss. They are taking more precautions due to Covid by not getting germs into the food that the students and staff eat.
481-001-011	Eligible	Direct Allocation	Support Services - School Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Principal	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss. During Covid Times the administration is working many more hours due to keeping the school open and organizing the testing process and dealing with the sickness in the schools.
481-001-012	Eligible	Direct Allocation	Student Transportation	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Bus route drivers	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000			Incentives to help maintain the operation and continued support to employ existing 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 out of sick leave or quarantined due to Covid and to cover the personal leave loss. Bus drivers are required to help keep masks on the students who ride. Plus the extra cleanup that occurs on the buses.
481-001-013	Eligible	Direct Allocation	Support Services - Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Librarians	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000			Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties and learning loss that some students are still struggling with. Also, to help when they are out sick or Quarantined due to Covid and to cover the personal leave loss.

481-001-014	Eligible	Direct Allocation	Nursing Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Nurse	\$ 1,500	\$ 500	\$ 500	\$ 500			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 ehlp keep students healthy.
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489_Hays_ESSER III Plan_Submission 1206



gKLZbkOA

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 489 Hays

Applicant / Mailing Address

| 323 West 12th, Hays KS 67601

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

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

Applicant / Phone Number | 785.623.2400

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

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

Application details

Full District Name | Hays

District Number | 489

Mailing Address | Street Address | 323 West 12th

Mailing | City | Hays

Mailing Address | Zip Code | 67601

Authorized Representative of the District |
Name | Chris Hipp

Authorized Representative of the District |
Position or Title | Assistant Superintendent

Authorized Representative of the District | Email Address | chipp@usd489.com

Authorized Representative of the District | Phone Number | +17856232400

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

Other District Representative 1 | Email Address | rwilson@usd489.com

Other District Representative 2 | Email Address | sdinkel@usd489.com

Please paste a direct link of your school district's safe return plan that is posted on your website. | https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/813339/Safe_Return_to_Schools_Plan_11-2021.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.

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.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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 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

| Chris Hipp

Date

| 12/15/2021

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

USD	District Name	Data as of
489	Hays	2/28/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
489-1001-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Additional KG Teacher to reduce class size and teacher ratio to address learning loss in PK children and 1 HS Credit Recovery Intervntion Teacher to address learning loss and dropout prevention with 9-12 students	\$ 235,000	\$ -	\$ -	\$ 115,000	\$ 120,000	07 E 1000 110 0700 702	Per Applicant: "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.
489-1002-20220308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	7 first grade aides to reduce student to teacher/aid ratio to Increase indivialized intervention and address learning loss from PK/KG	\$ 195,000	\$ -	\$ -	\$ 95,000	\$ 100,000	07 E 1001 120 0700 702	Per Applicant: "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." Salary: \$13,500 + benefits each

489-1 003- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After school Extended Learning Opportunity and Remediation for targeted students provided by two instructional staff at each building for 1 hour 4 nights	\$ 87,500	\$ -	\$ 17,500	\$ 35,000	\$ 35,000	07 E 1005 110 0700 702	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."
489-1 004- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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).	\$ 180,000	\$ -	\$ -	\$ 60,000	\$ 120,000	07 E 1006 110 0700 702	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."
489-1 005- 2022 0308	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Additional School Nurse to coordinate and lead COVID response, mitigation, consultation with county health and conduct contact tracing.	\$ 122,000	\$ -	\$ -	\$ 60,000	\$ 62,000	07 E 2134 110 0700 702	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."

489-1 006- 2022 0308	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Instructional Coach/MTSS Coordinator to provide training and support to teaching staff and impliment systematic best practice instruction and remediation for students in need of tier two and three interventions as a result of learning loss	\$ 150,000	\$ -	\$ -	\$ 74,000	\$ 76,000	07 E 2200 110 0700 702	Per Applicant: "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."
489-1 007- 2022 0308	Eligible	Direct Allocation	Support Services - Instruction	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 were 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
489-1 008- 2022 0308	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 remdeiation 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."

489-1 009- 2022 0308	Eligible	Direct Allocation	Building Improvements	Constru- ction Services (Outside Contract- ors)	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	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.	\$ 2,490,203	\$ -	\$ 2,490,203	\$ -	\$ -	07 E 4700 450 0000 702	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)
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Kansas CommonApp (2020)

2600-ESSER III ESSER III Application (Funding Agency or Entity: Kansas State Department of Education)



PZMpwGKy

497_Lawrence_ESSER III Plan_2021Dec22

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>

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

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.

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

The district invited all parents and guardians, secondary students, school and district administration, certified and classified staff, and the public to participate in a ThoughtExchange 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.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from the public through surveys, district advisory committees, public forums, 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

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 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 Education and Family Literacy Act.
- D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- 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 assessable 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

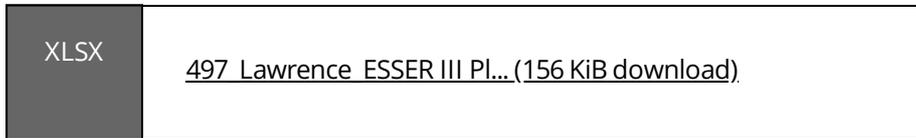
True Up). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER III allowable use as part of ongoing ESSER reporting.

- 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.

USD	District Name	Data as of
497	Lawrence	2/28/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
497-1001-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 28,793	\$ -	\$ 11,517	\$ 17,276	\$ -	6122BI0000	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 \$500.00 Application Approval 02/21/202205/26/2022 \$500.00 06/17/2022 05/26/202210/03/2022 \$500.00 10/21/2022 10/03/202202/20/2023 \$500.00 03/10/2023 02/20/202305/25/2023 \$500.0005/25/2023
497-1002-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 2,203	\$ -	\$ 881	\$ 1,322	\$ -	6122BI0000	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.
497-1003-20220308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 171	\$ -	\$ 69	\$ 102	\$ -	6122BI0000	

497-1 004- 2022 0308	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 5,758	\$ -	\$ 2,303	\$ 3,455	\$ -	6122CS 0000	See Row 1.
497-1 005- 2022 0308	Eligible	Direct Allocation	Central Services	Regular Non- Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 141,088	\$ -	\$ 56,435	\$ 84,653	\$ -	6122CS 0000	See Row 1.
497-1 006- 2022 0308	Eligible	Direct Allocation	Central Services	Social Security Contribu tions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 11,234	\$ -	\$ 4,494	\$ 6,740	\$ -	6122CS 0000	
497-1 007- 2022 0308	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 873	\$ -	\$ 349	\$ 524	\$ -	6122CS 0000	

497-1008-20220308	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 155,485	\$ -	\$ 62,194	\$ 93,291	\$ -	6122FS0000	See Row 15.
497-1009-20220308	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 11,895	\$ -	\$ 4,758	\$ 7,137	\$ -	6122FS0000	
497-1010-20220308	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 924	\$ -	\$ 370	\$ 554	\$ -	6122FS0000	
497-1011-20220308	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 2,880	\$ -	\$ 1,152	\$ 1,728	\$ -	6122GA0000	See Row 1.

497-1 012- 2022 0308	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 11,517	\$ -	\$ 4,607	\$ 6,910	\$ -	6122GA 0000	See Row 1.
497-1 013- 2022 0308	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 923	\$ -	\$ 369	\$ 554	\$ -	6122GA 0000	
497-1 014- 2022 0308	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 85	\$ -	\$ 34	\$ 51	\$ -	6122GA 0000	

497-1 015- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 2,145,119	\$ -	\$ 858,049	\$ 1,287,070	\$ -	6122IN 0000	See Row 1.
497-1 016- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 619,060	\$ -	\$ 247,624	\$ 371,436	\$ -	6122IN 0000	See Row 1.
497-1 017- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 211,480	\$ -	\$ 84,592	\$ 126,888	\$ -	6122IN 0000	
497-1 018- 2022 0308	Eligible	Direct Allocation	Instruction		16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 16,423	\$ -	\$ 6,569	\$ 9,854	\$ -	6122IN 0000	

497-1019-20220308	Eligible	Direct Allocation	Support Services - Instruction		16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 167,002	\$ -	\$ 66,801	\$ 100,201	\$ -	6122150000	See Row 1.
497-1020-20220308	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 89,260	\$ -	\$ 35,704	\$ 53,556	\$ -	6122150000	See Row 1.
497-1021-20220308	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 19,604	\$ -	\$ 7,842	\$ 11,762	\$ -	6122150000	
497-1022-20220308	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 1,523	\$ -	\$ 609	\$ 914	\$ -	6122150000	

497-1 023- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 221,710	\$ -	\$ 88,684	\$ 133,026	\$ -	61220 M0000	See Row 1.
497-1 024- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 16,960	\$ -	\$ 6,784	\$ 10,176	\$ -	61220 M0000	
497-1 025- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 1,317	\$ -	\$ 527	\$ 790	\$ -	61220 M0000	
497-1 026- 2022 0308	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 89,260	\$ -	\$ 35,704	\$ 53,556	\$ -	6122SA 0000	See Row 1.

497-1 027- 2022 0308	Eligible	Direct Allocation	Support Services - Non-School Administration	Regular - Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 143,968	\$ -	\$ 57,587	\$ 86,381	\$ -	6122SA 0000	See Row 1.
497-1 028- 2022 0308	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 17,842	\$ -	\$ 7,137	\$ 10,705	\$ -	6122SA 0000	
497-1 029- 2022 0308	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 1,386	\$ -	\$ 554	\$ 832	\$ -	6122SA 0000	
497-1 030- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 299,452	\$ -	\$ 119,781	\$ 179,671	\$ -	6122SS 0000	See Row 1.

497-1 031- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 95,018	\$ -	\$ 38,007	\$ 57,011	\$ -	6122SS 0000	See Row 1.
497-1 032- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 30,180	\$ -	\$ 12,072	\$ 18,108	\$ -	6122SS 0000	
497-1 033- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023	\$ 2,344	\$ -	\$ 938	\$ 1,406	\$ -	6122SS 0000	
497-1 034- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.	\$ 86,963	\$ -	\$ 86,963	\$ -	\$ -	6122IN 7000	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%.

497-1 035- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.	\$ 6,654	\$ -	\$ 6,654	\$ -	\$ -	6122IN 7000	
497-1 036- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.	\$ 2,097	\$ -	\$ 2,097	\$ -	\$ -	6122IN 7000	
497-1 037- 2022 0308	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.	\$ 12,339	\$ -	\$ 12,339	\$ -	\$ -	6122IN 7000	
497-1 038- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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	\$ 324,406	\$ -	\$ 324,406	\$ -	\$ -	6122IN 7000	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. Smaller class sizes.

497-1039-20220308	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	\$ 24,790	\$ -	\$ 24,790	\$ -	\$ -	6122IN7000	
497-1040-20220308	Eligible	Direct Allocation	Instruction	Other Employee Benefits	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	\$ 7,345	\$ -	\$ 7,345	\$ -	\$ -	6122IN7000	
497-1041-20220308	Eligible	Direct Allocation	Instruction	Health Benefits	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	\$ 42,306	\$ -	\$ 42,306	\$ -	\$ -	6122IN7000	
497-1042-20220308	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building	\$ 324,324	\$ -	\$ 324,324	\$ -	\$ -	6122IN7000	

497-1043-20220308	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building	\$ 99,792	\$ -	\$ 99,792	\$ -	\$ -	6122IN0000	
497-1044-20220308	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building	\$ 49,896	\$ -	\$ 49,896	\$ -	\$ -	6122IN0000	
497-1045-20220308	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Provide substitutes to schools to fill in needs when teachers are in covid-mitigating protocols, 1 sub for each building	\$ 24,948	\$ -	\$ 24,948	\$ -	\$ -	6122IN0000	
497-1046-20220308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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.	\$ 685,100	\$ -	\$ 685,100	\$ -	\$ -	6122IN1570	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.

497-1 047- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	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.	\$ 52,416	\$ -	\$ 52,416	\$ -	\$ -	6122IN 1570	
497-1 048- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee 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.	\$ 15,821	\$ -	\$ 15,821	\$ -	\$ -	6122IN 1570	
497-1 049- 2022 0308	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.	\$ 91,663	\$ -	\$ 91,663	\$ -	\$ -	6122IN 1570	
497-1 050- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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.	\$ 210,800	\$ -	\$ 210,800	\$ -	\$ -	6122IN 1571	See Row 46.

497-1-051-2022-0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	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.	\$ 16,128	\$ -	\$ 16,128	\$ -	\$ -	6122IN1571	
497-1-052-2022-0308	Eligible	Direct Allocation	Instruction	Other Employee 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.	\$ 4,868	\$ -	\$ 4,868	\$ -	\$ -	6122IN1571	
497-1-053-2022-0308	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	\$ -	\$ -	6122IN1571	

497-1 054- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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.	\$ 158,100	\$ -	\$ 158,100	\$ -	\$ -	6122IN 1572	See Row 46.
497-1 055- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	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.	\$ 12,096	\$ -	\$ 12,096	\$ -	\$ -	6122IN 1572	
497-1 056- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee 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.	\$ 3,651	\$ -	\$ 3,651	\$ -	\$ -	6122IN 1572	

497-1 057- 2022 0308	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.	\$ 21,153	\$ -	\$ 21,153	\$ -	\$ -	6122IN 1572	
497-1 058- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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.	\$ 52,700	\$ -	\$ 52,700	\$ -	\$ -	6122IN 0035	See Row 46.
497-1 059- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	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.	\$ 4,032	\$ -	\$ 4,032	\$ -	\$ -	6122IN 0035	

497-1 060- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee 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.	\$ 1,217	\$ -	\$ 1,217	\$ -	\$ -	6122IN 0035	
497-1 061- 2022 0308	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.	\$ 7,051	\$ -	\$ 7,051	\$ -	\$ -	6122IN 0035	
497-1 062- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 158,100	\$ -	\$ 158,100	\$ -	\$ -	6122SS 1300	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.

497-1 063- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 12,096	\$ -	\$ 12,096	\$ -	\$ -	6122SS 1300	
497-1 064- 2022 0308	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 3,651	\$ -	\$ 3,651	\$ -	\$ -	6122SS 1300	

497-1065-20220308	Eligible	Direct Allocation	Support Services (Students)	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 21,153	\$ -	\$ 21,153	\$ -	\$ -	6122SS1300	
497-1066-20220308	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	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	\$ -	\$ -	6122IS1300	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.

497-1-067-2022-0308	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	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.	\$ 12,096	\$ -	\$ 12,096	\$ -	\$ -	6122IS1300	
497-1-068-2022-0308	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	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.	\$ 3,651	\$ -	\$ 3,651	\$ -	\$ -	6122IS1300	
497-1-069-2022-0308	Eligible	Direct Allocation	Support Services - Instruction	Health Benefits	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.	\$ 21,153	\$ -	\$ 21,153	\$ -	\$ -	6122IS1300	

497-1 070- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Contract an evaluation of HVAC systems to determine mechanical improvements to improve indoor air quality	\$ 71,500	\$ -	\$ 71,500	\$ -	\$ -	61220 M0000	Per narrative, 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.
497-1 071- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Engineering Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Engineering services to upgrade controls for HVAC systems	\$ 206,800	\$ -	\$ 206,800	\$ -	\$ -	61220 M0000	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)
497-1 072- 2022 0308	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of current HVAC systems in buildings identified in HVAC evaluation	\$ 3,889,300	\$ -	\$ 1,944,650	\$ 1,944,650	\$ -	61220 M0000	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)

497-1 073- 2022 0308	Eligible	Direct Allocation	Instructional Staff Training Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person	\$ 233,102	\$ -	\$ 233,102	\$ -	\$ -	6122ST 7000	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.
497-1 074- 2022 0308	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person	\$ 17,832	\$ -	\$ 17,832	\$ -	\$ -	6122ST 7000	
497-1 075- 2022 0308	Eligible	Direct Allocation	Instructional Staff Training Services	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person	\$ 1,397	\$ -	\$ 1,397	\$ -	\$ -	6122ST 7000	
497-1 076- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment	\$ 474,300	\$ -	\$ 158,100	\$ 158,100	\$ 158,100	6122IN 4000	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.

497-1 077- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment	\$ 184,815	\$ -	\$ 61,605	\$ 61,605	\$ 61,605	6122IN 4000	See Row 84.
497-1 078- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment	\$ 50,427	\$ -	\$ 16,809	\$ 16,809	\$ 16,809	6122IN 4000	
497-1 079- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment	\$ 18,540	\$ -	\$ 6,180	\$ 6,180	\$ 6,180	6122IN 4000	
497-1 080- 2022 0308	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment	\$ 126,918	\$ -	\$ 42,306	\$ 42,306	\$ 42,306	6122IN 4000	

497-1081-20220308	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Supplies for new childcare service for classified staff families	\$ 10,000	\$ -	\$ 3,333	\$ 3,333	\$ 3,334	6122IN4000	See Row 70.
497-1082-20220308	Eligible	Direct Allocation	Instruction	Equipment	12. Addressing learning loss among students, including vulnerable populations	Equipment for new childcare service for classified staff families	\$ 45,000	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	6122IN4000	See Row 70.
497-1083-20220308	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	12. Addressing learning loss among students, including vulnerable populations	Furniture for new childcare service for classified staff families	\$ 45,000	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	6122IN4000	See Row 70.
497-1084-20220308	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Provide internet/communications services to students in need	\$ 51,750	\$ -	\$ 17,250	\$ 17,250	\$ 17,250	6122IT0000	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. Hot spot plans are only for the months that school is in session.

497-1 085- 2022 0308	Eligible	Direct Allocation	Administrative Technology Services	Software Services	3. Providing principals and other school leaders with resources to address individual school needs	SIS add-on to help teachers and administrators identify at risk students and assist in planning for future enrollments	\$ 192,000	\$ -	\$ 64,000	\$ 64,000	\$ 64,000	6122AT 0000	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%.
497-1 086- 2022 0308	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional learning opportunities - tutoring, after school supports/programs	\$ 579,999	\$ 193,333	\$ 193,333	\$ 193,333	\$ -	6122IN 4400	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, After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities.
497-1 087- 2022 0308	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Additional learning opportunities - tutoring, after school supports/programs	\$ 44,340	\$ 14,780	\$ 14,780	\$ 14,780	\$ -	6122IN 4400	

497-1 088- 2022 0308	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Additional learning opportunities - tutoring, after school supports/programs	\$ 6,759	\$ 2,253	\$ 2,253	\$ 2,253	\$ -	6122IN 4400	
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